DOCUMENT RESUME

ED 140 210 CG 011 817

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TITLE Conducting Job Placement Programs. Planning Pre-Employment Programs, Module 3.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; National Consortium on Competency-Based Staff Development.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Dec 76
NOTE 93p.; For Coordinator's Guide, see CG 011 814; For other Participant's Manuals see CG 011 815-818.

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Administrative Organization; *Career Planning; Guidance Personnel; Inservice Education; Job Application; Job Placement; *Job Search Methods; Learning Modules; Management; *Occupational Guidance; *Student Placement; *Vocational Counseling; Workshops

ABSTRACT

This is the third of four modules on developing a comprehensive program of job placement services in a school setting. The purpose of these modules is to help the placement coordinator plan, implement, and evaluate a program of job placement services to meet student needs. The content area of the four modules are (1) pre-employment, (2) job development, (3) referral and placement, and (4) follow-up and follow-through. They concentrate on the development of skills and knowledges required by job placement coordinators. The module is designed as a six-hour workshop to be led by a coordinator. The module contains information and activities under the headings: Principles Involved in Establishin a Job Placement Office; State and Federal Legislation; Managing Student and Placement Information; and Placing Students on a Job. A post assessment activity is also included. (Author/BP)

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Conducting Job Placement Programs

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CG 011 812

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MODULE 3

CONDUCTING JOB PLACEMENT PROGRAMS

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December 1976

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

Illustrations in this module are by Jurgen Wolff.

The writers express their appreciation to members of the State Fair Community College placement staff, Gary Noland, Lindell Harrison, David Terrell, and Roscoe Gibson, for their assistance with the research and materials review for this module. A special thanks is owed Mrs. Jean Mowry who not only typed and proofed both preliminary and final drafts, but who also offered much valuable assistance in designing many of the sample forms and materials.

Support for these efforts was received through the United States Office of Education, Department of Health, Education, and Welfare, under Part C of the Vocational Education Act of 1963. Points of view or opinions stated do not necessarily represent U.S.O.E. position or policy.

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INTRODUCTION

This is the third of four modules on developing a comprehensive program of job placement services in a school setting. The purpose of these modules is to help the placement coordinator plan, implement, and evaluate a program of job placement services to meet student needs.

The content areas of the four modules are (1) pre-employment, (2) job development, (3) referral and placement, and (4) follow-up and follow-through. They concentrate on the development of skills and knowledges required by job placement coordinators.

The title of this module is *Conducting Job Placement Programs*.

MODULE GOAL AND OBJECTIVES

Module Goal

To help you develop the skills necessary to develop and conduct a job placement program for students in a school setting.

Module Objectives

When you have successfully completed this module, you will be able to:

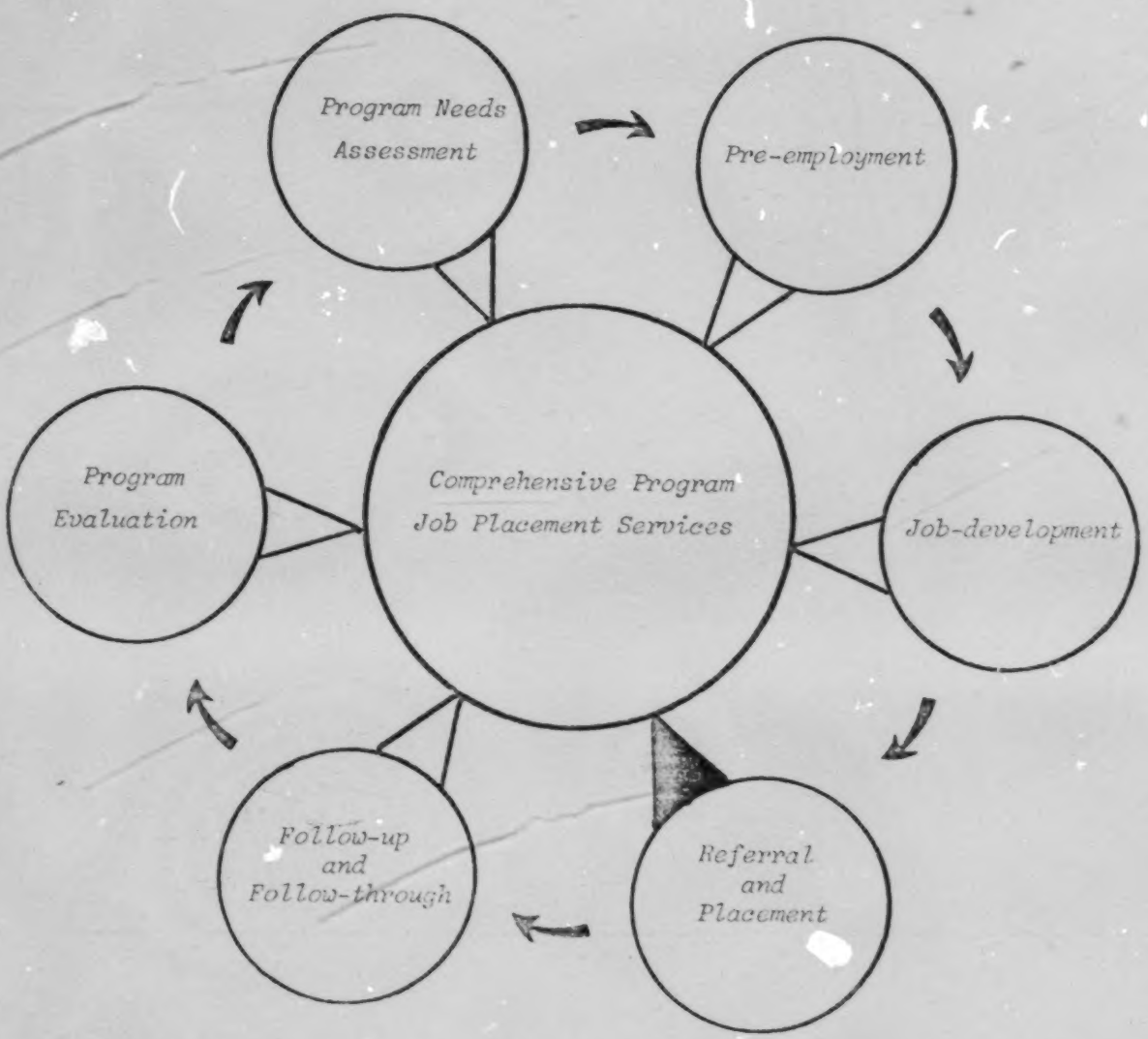
1. State the basic principles involved in establishing a job placement office.
2. Write a policy statement which interprets how a federal law, The Family Rights and Privacy Act of 1974, Buckley Amendment, will affect placement office procedures.
3. Design a system to manage student and placement information.
4. Describe the steps involved in placing a student on the job.
5. Develop a planned sequence of job placement activities for a calendar year.

MODULE OUTLINE

Approximate Time	*Activity*	*Objectives*
½ hour	Introduction The coordinator will explain the structure and purposes of the module.	
4½ hours	Text Presentation of important information related to conducting job placement activities. Discussion sessions and activities interspersed.	1-4
½ hour	Postassessment Assessment of your required knowledge and skills	
½ hour	Application Planning for the use of these skills in your own setting.	5

The figure on the next page diagrams the components of a comprehensive program of job placement services. Conducting Job Placement Programs is Module 3 in the job placement series.

COMPONENTS OF A COMPREHENSIVE PROGRAM
OF JOB PLACEMENT SERVICES



Job Placement Program - A generic term which includes (1) program needs assessment, (2) pre-employment preparation, (3) job-development, (4) placement and referral, (5) follow-up and follow-through, and (6) evaluation, and refers to the total program.

Program Needs Assessment - The process of collecting empirical data that estimate the current status and desired status of a job placement program. The differences between the current status and the desired status may be considered program needs. These data are used to establish program goals to meet student needs.

Pre-employment Preparation - The development of student job-seeking and job-keeping skills. A typical program would concentrate on the development of student skills in the areas of (1) self-assessment, (2) employer expectations, (3) job-search techniques, (4) communication techniques, and (5) interview techniques.

Job Development - The recruitment of business and industrial support and promotion of job opportunities for students. This activity includes the identification of jobs that students are qualified to fill and working with employers to restructure jobs so that students may qualify.

Referral-Placement - The process of referring and placing students in jobs for which they are qualified. The process requires a careful assessment of job requirements and student abilities. It includes placement in full-time and part-time jobs.

Evaluation - A process designed to provide information about overall effectiveness, and specifically, to what extent are program objectives being achieved.

Placement Coordinator - While actual job titles, organizational patterns, and scope of responsibilities vary in each school setting, the term as used in the module means the individual assigned responsibility for the total program of job placement services.

Follow-up and Follow-through - Follow-up is a part of the total evaluation process of the placement program. It involves the systematic collection of data from former students and their employers. Follow-through is the process of (1) identifying the placement and educational needs of former students and (2) providing services to these students and employers.

PRINCIPLES INVOLVED IN ESTABLISHING A JOB PLACEMENT OFFICE

Organizational Factors

The size of the educational program, the availability of personnel and resources, and the administrative philosophy usually determine the way in which job placement services are integrated into the total school program. However, there are basic operating principles that should be adhered to in all job placement programs.

The principles which are discussed in the following section of the module have been developed by: (1) a review of the literature, (2) field visits to observe exemplary placement programs in several states, and (3) experiences gained from developing and operating school based placement programs. These principles vary from location to location in actual operation, however most are found in successful placement programs.

Assignment of Responsibility

1. A single office (or person) should be designated by the administration to direct/coordinate all job placement activities for the entire school system or district. This office would serve as the central clearing house for job information; all information about job openings would be available in this office; and it would serve as the control point for job orders, applicants referred, and applicants placed. This office would be responsible for planning, coordinating, providing, and evaluating all of the placement services offered to students by the school system.

Range of Services

2. A comprehensive range of job placement services should be offered to all students who are seeking full- or part-time employment. These services to students should include: (1) pre-employment preparation, (2) job development, (3) job placement, and (4) follow-up and follow-through.

Expansion of Services

Placement services should not be a terminating activity for students graduating or leaving school.

Services should be provided throughout the year and extended to include former students. In new program development it may not be feasible to develop and offer a complete range of services the first year or two of operation. The services offered should be based on the greatest student need and new services can be added at a planned rate over a period of time. These services should be funded through school budgets and offered at no cost to the students being assisted.

The placement activities should expand the career opportunities for students (jobs and access to additional training) and facilitate the transition of students to the world of work.

Expanded Career Opportunities

3. Job placement services should be coordinated with school sponsored work experience and work-study programs and, to the extent possible, with the placement activities of the Bureau of Employment Security and other manpower agencies. Placement services should be established to extend current placement efforts and should build upon rather than duplicate school and non-school activities. All programs that require contacts with employers should be coordinated to avoid: (1) duplication of requests for information, (2) taking too much of the employer's time, and (3) confusing the employer about programs, participants, and services offered.

Coordination and Extension of Service

4. The successful operation of a job placement office requires that close working relationships be established with employers. The job placement coordinator must develop a good working relationship with the people who do the hiring. The coordinator needs to develop a knowledge of their employee needs and help the employer understand the school's

Employer Relationships

educational programs and competencies that can be expected of students.

The most essential element in this relationship is trust, and this can be developed only if the coordinator and the employer keep their commitments in a professional manner.

Trust

5. Adequate staff and other resources should be allocated to the placement office. If the placement office is to carry out its functions it should be staffed by a core of professionals who are assigned full-time responsibility for providing placement services. The job placement coordinator may have many of the same qualifications as other guidance personnel, however the job requires some additional experiences. S/he must be knowledgeable about current labor laws and employment practices. A knowledge of personnel management and experience in business and industry is almost essential.

Professional Qualifications

One placement coordinator should not try to provide placement services to more than 200 job seeking students (at least not during the initial program development) although related services might be provided to additional students. After job development contacts have been established and the total program is well established, then with a system of adequate support personnel the ratio could be raised without sacrificing the quality of the program.

Staffing Ratio

Consideration should be given to providing adequate resources which include well qualified secretarial and clerical help; office and reception space, furniture and equipment; interview rooms; and communications services such as postage and telephone. Special consideration should be given to (1) secretarial and clerical support and (2) money for the job placement coordinator's travel.

Adequate Resources

Secretarial Assistance

The operation of a placement office requires the maintenance of many records and has a high volume of correspondence. Unless support staff is provided the coordinator will tend to become too involved in this function. There also will be numerous occasions when the placement coordinator will be out of the office. This requires a secretary who is knowledgeable about the operation of the office to answer employer inquiries, assist students, and handle office functions.

Travel Provisions

The placement coordinator's job requires that a high percentage of time be spent contacting employers. Provision should be made in the budget to support this travel.

6. The placement office activities should be organized into a formalized system. The role of the board, administration, teachers, students, and staff should be defined, described, and available in a placement manual. The manual should contain a complete description of the services provided, to whom, by whom, where, and how. Central to the system is the management of student, employer, and job information.

Formalized System

In summary, the basic principles involved in establishing a job placement office include: (1) a single office responsible for placement activities, (2) a comprehensive range of services offered, (3) job placement services coordinated with in-school and non-school placement programs, (4) a good working relationship established with employers, (5) allocation of adequate resources to the placement office, and (6) organization of placement activities into a formal system.

Summary

ACTIVITY 1 - WHO'S RESPONSIBLE?

Although responsibilities for and relationships within the organization of the placement office will differ somewhat, based upon each particular school setting, one of the first tasks which needs to be accomplished is to define who is responsible for what. This activity is based upon the assumptions that the job placement program is coordinated closely with the instructional and the guidance programs of the school and that there is a person with designated responsibility for vocational education programs.

Part A

Divide into three groups. Draw numbers from one to six. If there are more than six persons in the group add additional numbers from one to six until all participants are assigned a number. Based upon the number you draw, you represent:

1. Guidance service
2. Placement Coordinator
3. Vocational Director
4. Teacher
5. Administrator
6. Student

A checklist of activities has been developed which provides a brief overview of the entire job placement program. For the role assigned to you, you are to code each activity to indicate what you think your degree of responsibility would be. Some activities have been coded for you, so only the remaining ones need be completed. The code is:

1. Primary responsibility
2. Direct involvement
3. Should be kept informed
- Not applicable

After you have coded your area, the group is to go over each activity with each person in the group reporting how they coded that activity. Discuss any differences in opinion. Record the remaining roles as you do this so each participant will have a completed checklist.

JOB PLACEMENT ACTIVITIES CHECKLIST

	ACTIVITY	Guid. Service	Placement Coor.	Vocational Dir.	Teacher	Administrator	Student
F	Establishing need for program	2	1	1	2	2	-
D	Using advisory council	2	1	1	3	2	2
F	Selecting and assigning personnel	2	1	2	3	1	-
	Developing contacts with employers						
	Coordinating with postsecondary and private employment agencies	3	1	3	3	3	-
	Establishing clearinghouse for job openings						
	Coordinating with co-op and other in-school work						
	Developing in-school information system						
	Contacting students for information gathering and dissemination	1	1	3	2	3	2
	Updating student records						
	Developing jobs						
	Providing instruction for job-seeking skills						
	Providing information about job openings	2	1	3	2	3	2
	Developing student resumés						
	Recommending students for job openings						
	Completing job applications	3	2	3	2	2	1
	Coordinating job interviews						
	Providing information about legal implications						
	Financial and budgeting						
	Planning facilities and equipment						
	Evaluating	2	1	2	2	2	2

Key: 1. Primary responsibility
2. Direct involvement
3. Should be kept informed
- Not applicable

Part B

Most of the activities listed on the checklist are related to the basic operating principles discussed in the text. Using the left column of the Job Placement Activities Checklist record the letter which is keyed to the principle under which the activity fits. Each person is to record his/her own answers, but you may discuss this as a group, referring back to the text as needed. If some activities seem to relate to more than one principle, try to pick the one most directly related. The first three items have been completed as an example.

Key your answers as follows:

A. A single office should be responsible for placement activities.

B. A comprehensive range of services should be offered.

C. Job placement services should be coordinated with in-school and non-school placement programs.

D. A good working relationship should be established with employers.

E. Adequate resources should be allocated to the placement office.

F. Placement activities should be organized into a formal system.

STATE AND FEDERAL LEGISLATION

Role of Federal Government

The federal government not only affects the demand for labor through its fiscal and monetary policies, but it also regulates the composition of the labor force through legislation and governmental hiring practices.

A major thrust has been to provide an expansion of opportunities in government through the removal of discriminatory hiring practices. The Civil Service Commission was established in 1883 to serve as an employment system based on merit alone. The Classification Act of 1923 established salary rates for civil service jobs that were based on job descriptions, making the federal government the first major employer to adopt the principle of equal pay for equal work.

Equal Pay for Equal Work

The government has attempted to regulate the hiring practices of private industry in order to provide equal opportunity. In 1942 Roosevelt issued an executive order calling for a halt in discriminatory hiring practices, however there were no penalties for non-compliance.

First Executive Order

The 1960's marked the passage of major federal legislation affecting the hiring practices of private business and industry. A summary of the legislation is presented in the following section of the text. For additional information the placement coordinator should contact the sources listed in the Appendix.

Employment Legislation of the 1960's

> Title VII of the Civil Rights Act of 1964 is a Federal law which prohibits discrimination in employment on the basis of race, color, religion, sex or national origin. This is the broadest of the equal employment opportunity laws and covers such areas of employment as recruiting, hiring, compensation, terms, conditions, discharges, job assignments, training programs, promotions, and others. Congress amended this Act in 1972 bringing employers of 15 or more employees under its coverage and increasing significantly the enforcement powers of the Equal Employment Opportunity Commission (EEOC), the Federal agency created by this Act to enforce its provisions. When employers interview women, all racial and religious minorities, or other protected groups, this law applies to them. Interviews for hiring, promoting, assigning, discharging or any other

employment function are all covered. Substantial back pay awards, wage adjustments, and other financial penalties are possible under this law.

Title VI of the Civil Rights Act of 1964, (bans) Federal grants-in-aid activities that involve discrimination on the ground of color, race, or national origin. For example, Federal funds may not be used to aid apprenticeship training in public schools if the sponsoring union practices discrimination.

Age Discrimination in Employment Act of 1967 - a Federal law which prohibits discrimination against applicants and employees, aged forty to sixty-five, in terms of hiring, compensation, discharge, and other major aspects of employment. This law is enforced by the Department of Labor. The Department has the authority to conduct investigations and to file suit in the Federal Courts if conciliation fails. Also, individual employees, under this Act, can file complaints with the Department or bring suit, on their own behalf, against their employer.

Executive Orders 11246 and 11375

In 1965 and later in 1967, President Lyndon B. Johnson issued two Executive Orders, Executive Order 11246 and 11375, respectively. These orders describe the equal opportunity responsibilities of companies which bid on or hold contracts from the U.S. Government. The Department of Labor was given the major administrative responsibility to enforce these Executive Orders. Companies under the authority of these Executive Orders are required to file compliance reports which describe the "employment policies, programs, and employment statistics of the contractor and each subcontractor." These written reports are required from non-construction contractors with 50 or more employees bidding on or holding contracts of $50,000 or more; or construction contractors bidding on or holding contracts of $500,000 or more. Under these Orders, each government contractor must "take affirmative action to insure that applicants are employed, and that employees are treated during employment, without regard to their race, color, sex, religion, or national origin. Such action shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and the selection for training, including apprenticeship."

The Department of Labor established the Office of Federal Contract Compliance (OFCC) to enforce the regulations of Executive Orders 11246 and 11375. In-depth, written affirmative action plans are required under these Executive Orders as stipulated by the

Department of Labor. These plans must include an analysis of the racial minority and female composition of each major job category for every company location. Based on available workforce statistics which show the number and proportion of racial minorities and women in the employer's geographic area, the company must determine whether or not racial minorities and/or females are underutilized in each of its major job classifications.

Employment of Handicapped

The Rehabilitation Act of 1973 is a Federal law which provides for equal employment opportunity for the physically and mentally handicapped. It is enforced by the Department of Labor. Under this law, it is illegal to discriminate against a physically or mentally handicapped person for non job-related reasons. However, if the handicap precludes the person from performing the job duties, denial of such job opportunity would not be considered discrimination.

Implications for Placement Office

Most schools and colleges receive federal funds and are covered by Executive Orders 11246 and 11375. Your school has probably filed a Title VII civil rights compliance statement. Basically, the placement office cannot engage in or promote discriminatory employment practices through the activities of the office or knowingly work with employers who engage in discriminatory practices, without being subject to the penalties of the laws.

Buckley Amendment

The Family Educational Rights and Privacy Act of 1974, Buckley Amendment, was signed into law by President Ford in August, 1974. As part of a bill extending the Elementary and Secondary Education Act of 1965, it calls for:

1. Full access to student records by parents of students under 18, and to students over 18;
2. Hearings to contest contents of personal records;
3. Requirements of notice and written consent by students over 18 and parents of students under 18, before records can be transmitted to most third parties; and
4. Federal supervision by HEW of educational record-keeping.

Any organization or institution to whom the Act applies will be cut off from federal funding for failure to comply with the Act's provisions.

The major implications of the "Buckley" Amendment are that schools and colleges must write a policy statement which informs students and/or parents of their rights under this Act. The statement must inform them:

Implications for Placement Office

1. What records are maintained, where they can be located, and who is in control of them.
2. What procedures are to be followed to gain access to their own records, and
3. What procedures are to be followed if the parent or student wishes to challenge the contents of the record.

For the placement office, the Act principally affects three things:

1. Confidentiality of recommendations,
2. Release of placement records to employers, and
3. Assuring against "third party" misuse.

Waiver to Access

It is possible, under the Act, for students to sign a waiver to access of confidential recommendations. Such a waiver should appear on the request for recommendation so that the person completing the recommendation knows whether or not it is confidential and, in addition, later recipients (employers) know whether it was made as a confidential recommendation or not. It is not permissible to require students to waive their right to access to recommendations nor to deny placement services if they do not.

However, students should be informed of the advantages which a confidential recommendation has for them. That is, that an employer is more likely to put some trust in a confidential recommendation whereas a non-confidential one may be more or less worthless.

Consent to Release Records

The second provision, that consent must be obtained before records can be released to an employer, may be handled in two ways. One, a request form which the student and/or parent fills out and signs each time the placement records are to be sent can be used. The need for parent's

signature if the student is not 18 or enrolled in a post-secondary program makes this a time consuming and burdensome operation. The second way to handle this is with a general consent form which specifies that the records may be sent to a general category of employers for the purpose of aiding the student to secure employment. If this method is used, a record must be kept showing where and when the student's records were sent, but this would be a standard record keeping practice anyway.

Third Party Compliance

The third provision, "third party" compliance, means that when you send a student's records to a "second party", (an employer) they must clearly carry a statement which informs the employer that under the law they are prohibited from disclosing the records to anyone else (a "third party") without obtaining the parent's and/or student's consent.

Title IX of the Education Amendments (PL 92-318) of 1972 was passed by Congress on June 23, 1972. On June 20, 1974 the Department of Health, Education and Welfare issued proposed regulations to implement the Title IX Prohibition of Sex Discrimination in Educational Programs and Activities receiving federal financial assistance.

Title IX

Section 86:38 in subpart D, titled Employment Assistance to Students, is reproduced below:

(a) *Assistance by recipient in making available outside employment.* A recipient which assists any agency, organization or person in making employment available to any of its students:

(1) Shall assure itself that such employment is made available without discrimination on the basis of sex; and

(2) Shall not render such services to any agency, organization, or person which discriminates on the basis of sex in its employment practices.

(b) *Employment of students by recipients.* A recipient which employs any of its students shall not do so in a manner which violates Subpart E.

Section 86:36, titled Counseling and Use of Appraisal and Counseling Methods is reproduced below:

§ 86.36 Counseling and use of appraisal and counseling materials.

(a) *Counseling.* A recipient shall not discriminate against any person on the basis of sex in the counseling or guidance of students or applicants for admission.

(b) *Use of appraisal and counseling materials.* A recipient which uses testing or other materials for appraising or counseling students shall not use different materials for students on the basis of their sex or use materials which permit or require different treatment of students on such basis unless such different materials cover the same occupations and interest areas and the use of such different materials is shown to be essential to eliminate sex bias. Recipients shall develop and use internal procedures for ensuring that such materials do not discriminate on the basis of sex. Where the use of a counseling test or other instrument results in a substantially disproportionate number of members of one sex in any particular course of study or classification, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination in the instrument or its application.

(c) *Disproportion in classes.* Where a recipient finds that a particular class contains a substantially disproportionate number of individuals of one sex, the recipient shall take such action as is necessary to assure itself that such disproportion is not the result of discrimination on the basis of sex in counseling or appraisal materials or by counselors.

Child Labor L

The first federal legislation covering child labor was the Fair Labor Standards Act of 1933. The coverage of this Act has been substantially broadened to protect youth from certain kinds of work at too early an age. The States have enacted comparable legislation governing child labor in the respective states. A copy of Missouri's child labor law is contained in the Appendix. The placement coordinator should secure a copy of the law for his/her state, so that s/he may advise employers, parents, and students of their legal obligations.

Summary

There is state and federal legislation that affects the hiring practices of governmental agencies, private business, and industry. There is also legislation that affects the keeping of records and other operational aspects of the placement office. The placement coordinator needs to become familiar with the requirements of the legislation and incorporate them, preferably, into a placement manual and operating procedures.

ACTIVITY 2 - WRITING COMPLIANCE PROCEDURAL STATEMENTS

A placement coordinator should keep informed about legislation which affects the placement office or the placement process and be prepared to make recommendations about needed action or changes to the administration.

On the following page is a directive which you have received from your immediate supervisor. Read it, then in small groups of five or six persons discuss the implications. You have 20 minutes to do this. Then, each participant is to write the statements which the directive asks for. When you have completed this, exchange with another participant and use the checklist to evaluate the statements. If you can answer "yes" to all the questions on the checklist, the statements you evaluate are A-OK. Make notes if there are any "no's" and ask the author to revise.

When your own statements are acceptable, hand them in to the coordinator, along with the checklist used to evaluate them.

Please note: Any school policy or procedure which is subject to legal regulations should be approved by your administrator to see whether it needs to be reviewed by the school attorney prior to being implemented.

MEMO TO: PLACEMENT COORDINATOR
FROM: DEAN OF STUDENTS
SUBJECT: BUCKLEY AMENDMENT

I have been reviewing the Family Rights and Privacy Act, Buckley Amendment, with school officials who have responsibility for student records. We are drafting an overall policy which we will submit to the school attorney for review before it is adopted by the board.

As I read the Act, the placement office is mainly affected by four sections. I have reproduced these and added a few comments (my own). Please review and then draft the following:

1. A statement which waives the student's right to access to confidential recommendations.
2. A statement which permits the placement office to release placement records to employers.
3. A statement which will meet the "third party" requirements.

> Note: For purposes of this activity you are to assume that the majority of the students you serve are under 18 years of age and that their parents have the right to access to records and must also sign any waiver of rights.

Sec. 99.11 *Access*

Educational agencies or institutions shall provide parents of students (or eligible students) [who are or have been in attendance at a school of such agency or at such institution, as the case may be] access to [the education records of] the students, except as set out in § 99.12.

Placement records would be included in this; however, it is covered by the overall policy. No action needed.

Sec. 99.12 *Limitations on Access*

Educational institutions are not required to [make available to students in institutions of postsecondary education the following materials:]

(a) [Financial records of the parents of the student or any information contained therein;]

(b) [Confidential letters and statements of recommendation, which were placed in the education records prior to January 1, 1975, if such letters or statements are not used for purposes other than those for which they were specifically intended;]

(c) [If the student has signed a waiver of the student's right of access under this subsection in accordance with] § 99.6(b), confidential recommendations—]

(1) [respecting admission to any educational agency or institution,]

(2) [respecting an application for employment and]

(3) [respecting the receipt of an honor or honorary recognition].

As I read this, it applies mostly to post-secondary institutions; however, I think we need to consider a formal request that recommendations included in the placement folder be confidential. I think we'd better draft a waiver form, just to be on the safe side. See the next section:

Sec. 99.6 *Waiver*

(a) Educational institutions shall not require parents or eligible students to waive their rights under this part.

(Cong. Rec. S. 21469 (daily ed., December 13, 1974))

(b) [A student or a person applying for admission may waive (his) or her [right of access to confidential statements described in] § 99.12(c) [except that such waiver shall apply to recommendations only if] (1) [the student is, upon request, notified of the names of all persons making confidential recommendations and] (2) [in the case of recommendations described in] § 99.12(c) [such recommendations are used solely for the purpose for which they were specifically intended. Such waivers may not be required as a condition for admission to, receipt of financial aid from, or receipt of any other services or benefits from such agency or institution.]

I think this means we cannot require a waiver for confidential recommendations, nor make this a condition for being eligible for placement services, but we can give students the option of having confidential recommendations in their folder. It would be a good idea to put this right on the recommendation form so the person completing it would know whether the information was confidential or not.

Sec. 99.30 *Consent*

Educational institutions shall not permit access to or [the release of education records or personally identifiable information contained therein other than directory information] [of students without the written consent of their parents] (or the written consent of an eligible student, to any party other than the following:

(a) [Other school officials, including teachers within the educational institution or local educational agency who have been determined by such agency or institution to have legitimate educational interests;]

(b) [Officials of other schools or school systems in which the student seeks or intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;]

(c) Subject to the conditions set forth in § 99.37, [authorized representatives of (1) the Comptroller General of the United States, (2) the Secretary,] (3) the Commissioner, the Director of the National Institute of Education, or the Assistant Secretary for Education (20 U.S.C. 1221e-3(c)), or (4) [State educational authorities;]

(d) [In connection with a student's application for, or receipt of, financial aid;]

(e) [State and local officials or authorities to which such information is specifically required to be reported or disclosed pursuant to State statute adopted prior to November 19, 1974;] [Nothing in] [this paragraph shall prevent a State from further limiting the number or type of State or local officials who will continue to have access thereunder;]

(f) [Organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted;]

(g) [Accrediting organizations in order to carry out their accrediting functions;]

(h) [Parents of a dependent student of such parents, as defined in section 152 of the Internal Revenue Code of 1954;] or

(i) [In compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that parents and the students are notified of all such orders or supoenas in advance of the compliance therewith by the educational institution.]

Sec. 99.31 *Content of Consent*

> Where the consent of a parent or eligible student is required under this part for the release of education records, it shall be in writing, be signed and dated by the person giving such consent, and shall include (a) a specification of the [records to be released,] (b) [the reasons for such release], and (c) the names of the parties [to whom] such records will be released.

This section would seem to apply to the release of placement records. It is my understanding that a general consent statement which specifies that records may be released to a general category of employers is sufficient. If you do not have a general release statement on file, you would need a specific request from the student each time placement records are transmitted to a prospective employer.

Sec. 99.39 *Transfer of information by third parties*

> (a) Educational institutions shall not release [personal information] on a student except [on the condition that] the party to which the information is being [transferred] [will not permit any other party to have access to such information without the written consent of the parents] or of the eligible student.
>
> (b) Educational institutions shall include, with any information released to a party under paragraph (a) of this section, a written statement which informs such party of the requirement set forth in paragraph (a) of this section.

This is a little confusing, but according to a representative from the Regional office, we cannot be held liable for what an employer actually does with the student's records, but we must advise the person receiving the record that this condition is required in order for us to supply placement information about a student.

Name: _____

Write your compliance procedural statements below:

Statement 1:

Statement 2:

Statement 3:

Certified as acceptable according to the evaluation checklist by: _____

CHECKLIST TO EVALUATE PROCEDURAL STATEMENTS

Applies to all three statements:

Does the statement specify the legislation which requires the action asked for?

Statement 1 ___ yes ___ no

Statement 2 ___ yes ___ no

Statement 3 ___ yes ___ no

Is the statement brief, clear, and easily interpreted by a student or his/her parents or others?

Statement 1 ___ yes ___ no

Statement 2 ___ yes ___ no

Statement 3 ___ yes ___ no

Statement 1:

Does the statement give the student a choice to have recommendations confidential or not confidential? ___ yes ___ no

Is there a signature line for both students and parents? ___ yes ___ no

Statement 2:

Does the statement specify exactly what records will be released? ___ yes ___ no

Does the statement specify the reasons for such release? (i.e. to aid the student in seeking employment) ___ yes ___ no

Does the statement specify either the category of persons to receive the records or a specific employer? (This could be complied with by having two separate statements.) ___ yes ___ no

Does the statement have a signature line for both students and parents? ___ yes ___ no

Statement 3:

Does the statement inform the recipient of the student's placement records that they cannot subsequently release the data, in personably identifiable form, to anyone else without obtaining the consent of a parent or of an eligible student? ___ yes ___ no

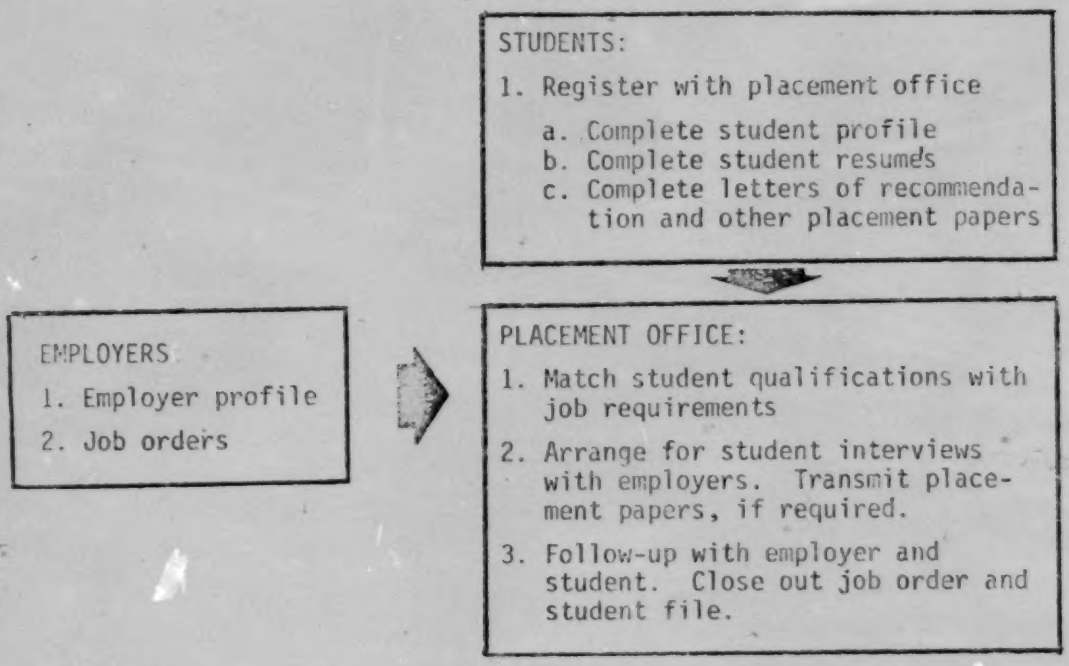
MANAGING STUDENT AND PLACEMENT INFORMATION

Student Information

In Module 2, *Conducting Job Development*, the gathering, recording, and designing of a system to manage employer and job information was discussed. To complete the total system information about students must be entered and methods for (1) controlling student referral to job openings and (2) closing out student files and job orders as students secure employment.

Information Model

A simplified information model is shown below:


STUDENTS:
1. Register with placement office
a. Complete student profile
b. Complete student resumés
c. Complete letters of recommendation and other placement papers
EMPLOYERS
1. Employer profile
2. Job orders
PLACEMENT OFFICE:
1. Match student qualifications with job requirements
2. Arrange for student interviews with employers. Transmit placement papers, if required.
3. Follow-up with employer and student. Close out job order and student file.

Student Profiles

The first step in building a student data base is to have all students registering for job placement services to complete a student profile. The student profile usually lists the name, address, phone number, social security number, job objective and qualifications, work history, whether or not the student has own transportation, is willing to relocate, etc.

The Pennsylvania Model suggests that information about

students (1) general educational development, (2) vocational preparation, (3) aptitudes, (4) interests, (5) personality, and (6) physical condition be entered into the student data bank. Other information needed to complete student folders includes: a complete resume, letters of recommendation, and a signed release form so that placement papers may be sent to prospective employers. Consideration should be given to using a standard format to prevent the student folders from becoming too lengthy.

Interface With Job Orders

The student profile should be designed so that the job objective and student characteristics information on this form will interface with the information on the job order form.

Manual Systems

In a manual system the complete student folders are usually filed by program and alphabetically within by student name. File folder tabs may be color coded to each program for ease of filing.

Computer and Key Sort Systems

In computer and key sort systems the student profiles are usually entered so that they can be retrieved by job objectives and geographic location. The student files are set up numerically (by social security number) in an additional manual file so that more detailed student information can be reviewed by the job placement coordinator. Some computer applications make provision for a job match.

Other Placement Forms

Other forms commonly used in an information system include:

1. A student referral form. This is a form which introduces the student to the employer.
2. A student follow-up card. This is a card which is to be returned to the placement office by the student, advising the coordinator of the results of the interview.
3. An employer follow-up card. This card is to be returned to the placement office to advise the placement coordinator of the action taken by the employer.
4. Master referral log. This is a record of all outstanding referrals and is updated daily.

The information received on these forms enables the placement coordinator to close student files, close job orders, or to engage in additional follow-up activities. The placement coordinator may expect to encounter difficulties in getting forms returned by students and employers and must develop strategies to offset the problem when it occurs. Samples of the forms used in referral and placement may be found in the Appendix.

Summary

The entering of student information with employer information and devising a method of controlling student referrals and job orders completes the basic operational system.

Student information includes a student profile, student resumes, and recommendations. Other forms commonly used include: (1) a student referral form, (2) a student follow-up form, (3) an employer follow-up form, and (4) a master referral log.

ACTIVITY 3 - INFORMATION MANAGEMENT

This activity is similar to the information management activity in Module 2, only this one is concerned with student and placement information.

You are to work in groups of five or six persons. The following pages contain a variety of information items which you may assume have found their way into your IN Box. For each item you are to decide:

1. Whether a record needs to be made of this item
2. If yes, on what form or forms you would record it. Or, if it is already recorded on a form, what file, folder, or log it would be entered in.
3. What follow-up action you need to take, if any.

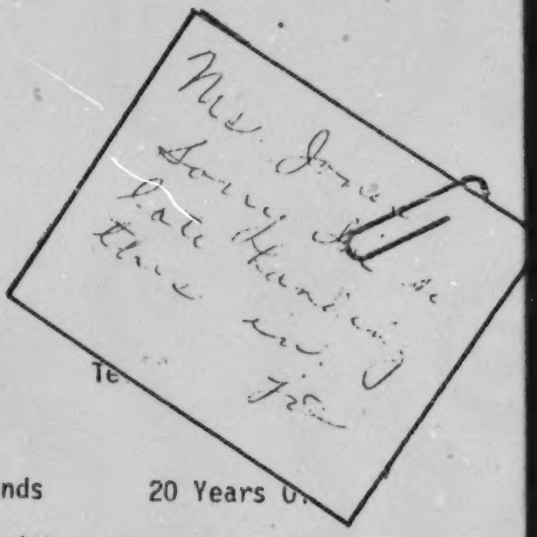
The items are identified by number. Write your answers on the following page. Each person is to record his/her own answers, but you may discuss them as a group. The forms you currently have available for use may be found in the Appendix.

After you have completed recording your answers, the group is to reconvene and compare, discussing any discrepancies in solutions.

INFORMATION MANAGEMENT

Item No.	Record on Form/s or File	Follow-up Action Needed
1		
2		
3		
4		
5		
6		
7		
8		

Item 1. Student Resume



JANE DOE

Route 7, Box 215
Knob Noster, MO. 65336

PERSONAL Single 5'6" 124 Pounds 20 Years O

JOB OBJECTIVE A community college graduate with an Associate of Science degree, I am very much interested in a secretarial position in the Kansas City or Sedalia area.

EDUCATION State Fair Community College: 1975 graduate majoring in two-year program in secretarial science. The areas studied include: shorthand (120 wpm), typewriting (70 wpm), office machines, filing, business math, accounting, office management, secretarial procedures, business communications, and general education courses.

Knob Noster Senior High School, Knob Noster, Missouri: 1973 graduate, secretarial major, top third of class.

WORK EXPERIENCE Part-time, 1973-1975: Bookkeeper for Joe's Skelly Service Station, Knob Noster, Missouri. Kept daily books, paid bills, kept payroll records, inventory.

Part-time, 1971-1973: Baby-sitter for various families in and around Knob Noster, Missouri.

HONORS AND ACTIVITIES State Fair Community College: Dean's list for each semester enrolled in college. Recording secretary for Phi Phi Chapter of Beta Sigma Phi, a social sorority.

REFERENCES Mrs. Shirley Evans, Secretarial Science Instructor,
State Fair Community College, 1900 Clarendon Road,
Sedalia, Missouri 65301

Mr. Robert Maxwell, Vocational Counselor,
State Fair Community College, 1900 Clarendon Road,
Sedalia, Missouri 65301

Ms. Kathy Moore, Business Instructor
Knob Noster Senior High School
500 South Washington
Knob Noster, Missouri 65336

Item 2. Recommendation Form.

STATE FAIR COMMUNITY COLLEGE
PLACEMENT OFFICE

To John Johnson Date April 27, 1976

The person named below has referred us to you for information concerning his/her qualifications. Will you please rate him in each section below, making pertinent comments concerning his/her qualifications. Return this form to: Placement Office, State Fair Community College, Sedalia, Missouri 65301.

Under the Family Educational Rights and Privacy Act of 1974 students may have access to letters of recommendation or they may waive that right and letters of recommendation will be considered confidential. This letter of recommendation is considered (confidential, ~~non-confidential~~).

WAIVER OF ACCESS TO LETTER OF RECOMMENDATION:

I do, ~~do not~~ waive my right to access to letters of recommendation.

Signature of student: Jane Doe

	Out-standing	Very Good	Average	Below Average	Poor	No Opportunity to Observe	Comment
PERSONAL QUALITIES							
Appearance		✓					
Self Expression		✓					
Dependability	✓						
Judgment		✓					
Industry		✓					
Adaptability		✓					
Health & Vitality		✓					
Initiative	✓						
RELATIONSHIP WITH OTHERS							
Works with others		✓					
Leadership		✓					
Accepts suggestion		✓					
PROFESSIONAL TRAINING							
POTENTIAL FOR SUCCESS		✓					

General Remarks
Ms Doe was efficient part time employee while she attended College

How well do you know candidate? (Ck. one) Slightly ___ Average ___ Fairly well ✓
Very well ___ How long? (Mos. or Yrs.) 2 yrs
Relationship with candidate was as Teacher - H.S. ___ College ___ Co-Worker ___
Employer ✓ Other (indicate) ___

Your present Position Plant Supt Co. or Institution James River Co
Print Name JOHN JOHNSON Signature John Johnson
Date 4-30-76

Item 3. Letter Requesting Campus Interview

THE CARLIN COMPANY

502 MAIN STREET
LINCOLN, NEBRASKA 68501

April 27, 1976

Mary Jones
Placement Coordinator
State Fair Community College
Sedalia, MO 65301

Dear Ms. Jones:

Our company anticipates several vacancies in the accounting division in our main office this coming year. I plan to be in the Sedalia area next Thursday and, if it would be convenient, would like to interview any of your graduating students who might be interested in working for us. Job descriptions of the openings are attached.

The most convenient time for me to interview is between 1:30 and 3:30 p.m. I prefer to allow 30 minutes per interview.

I am looking forward to seeing you again.

Sincerely,

B. Th. Boothe

Betty Boothe, Manager

enclosures

Item 4. Student Profile.

Dear Mary - Hope it's not too late to enter this student. She had been ill and I was just now able to get it completed.
Thanks
Smith

U D E N T P R O F I L E

Jane Ann
ast First Middle

5 West Avenue, Sedalia, Missouri 65301
Street City State Zip

en code) 816-826-2222 (4) Soc.Sec.No. 222-22-2222

on - Requested but not Required):

y 1, 1956 Height 5' 8" Weight 124 lbs.

☒ Female

☐ Single ☐ Married ☐ If marriage future, list married name:

☒ Caucasian ☐ Indian ☐ Afro-American
☐ Oriental ☐ Other (specify)

(6) School State Fair Community College Training Program Secretarial Science
This is a ☐ 1-year, or a ☒ 2-year program. I will graduate May, 1976
Month and Year

(7) After I graduate my plans are: ☒ Work full-time ☐ Continue education ☐ Military
☐ Other (specify)

(8) Job Objective: Obtain work as a legal secretary
☐ Not planning to work ☐ Undecided

(9) Date available for employment: immediately

(10) Background:
Percent of school expense earned: ☐ 0-25% ☒ 25-50% ☐ 50-75% ☐ 75-100%
Extra-curricular activities: Senator in Student Government Association, Cheerleader, Secretary in Phi Beta Lambda, staff writer for Roadrunner Express

(11) Work History (start with most recent employment)

(1) Employer James & James, Attorneys Phone No. (incl. area code) 816-826-7777
Address 333 East Ohio AVenue, Sedalia, Missouri 65301
Street City State Zip
Job Title secretary Length of Employment 3 months

(2) Employer John Jones, Realtor Phone No. (incl. area code) 816-825-6666
Address 2234 West 10th Street, Sedalia, Missouri 65301
Street City State Zip
Job Title receptionist Length of Employment 3 months

(12) Are references available: ☒ Yes ☐ No

(13) Are you willing to relocate: ☒ Yes ☐ No

(14) Do you have transportation: ☒ Yes ☐ No

Item 5. Memo from your secretary.

TO: MARY

FROM: T.J.

Terri Spencer stopped by the office late yesterday. She has an appointment for an interview today at 3:30 with Tracy Associates. She wants to talk to you before she goes, so I made an appointment at 2:00. Okay?

Item 6. Request to send placement records.

STATE FAIR COMMUNITY COLLEGE
PLACEMENT RECORDS REQUEST

Name of student John Jones

Social Security number 222-22-2222

Please send my placement records to:

County Feed & Grain Co.
204 Main Street
Augusta, KS.

Thank you! John Jones
Signature of student

Release form on file?
✓ yes ___ no

Item 7. Letter from former student.

1200 Any Street
Sedalia, MO 65301
April 26, 1976

Mary Jones
Placement Coordinator
State Fair Community College
Sedalia, MO 65301

Dear Ms. Jones:

I completed the S.F.C.C. Practical Nursing program two years ago and since that time I have worked at the Heavenly Rest Home as an L.P.N.

I will be married next month and will be moving to Kansas City. I am looking for employment there and wonder if you know of any jobs open in the K.C. area?

After May 15 my address will be: 2000 Bert Street
Kansas City, MO. 64101

Any help you can give me will be appreciated.

Sincerely,

Lynn Rogers

Item 8. Employer interview follow-up.

Hi! I'm from State Fair Community College, Sedalia, Missouri, a member of the Cooperative Job Placement Service.

My name is Jane Smithson

I was sent by Mary Jones, Placement Coordinator

To apply for the job of legal secretary

Person to see Sam Sanders

Address 2469 Main Street, Room 302

Sedalia, Missouri

Date & Time 10:00 a.m. Tuesday, May 4, 1976

TO THE EMPLOYER:

This person was:

Hired ✓ Effective date June 15 1976

Being considered

Not hired Reason

Do you wish to interview other applicants? No

Can we help you find employees for other Job Openings? Yes, at later date

Title of Jobs Open Date Needed

1. No specific job at present time

2.

(Postage paid - Please seal & return)

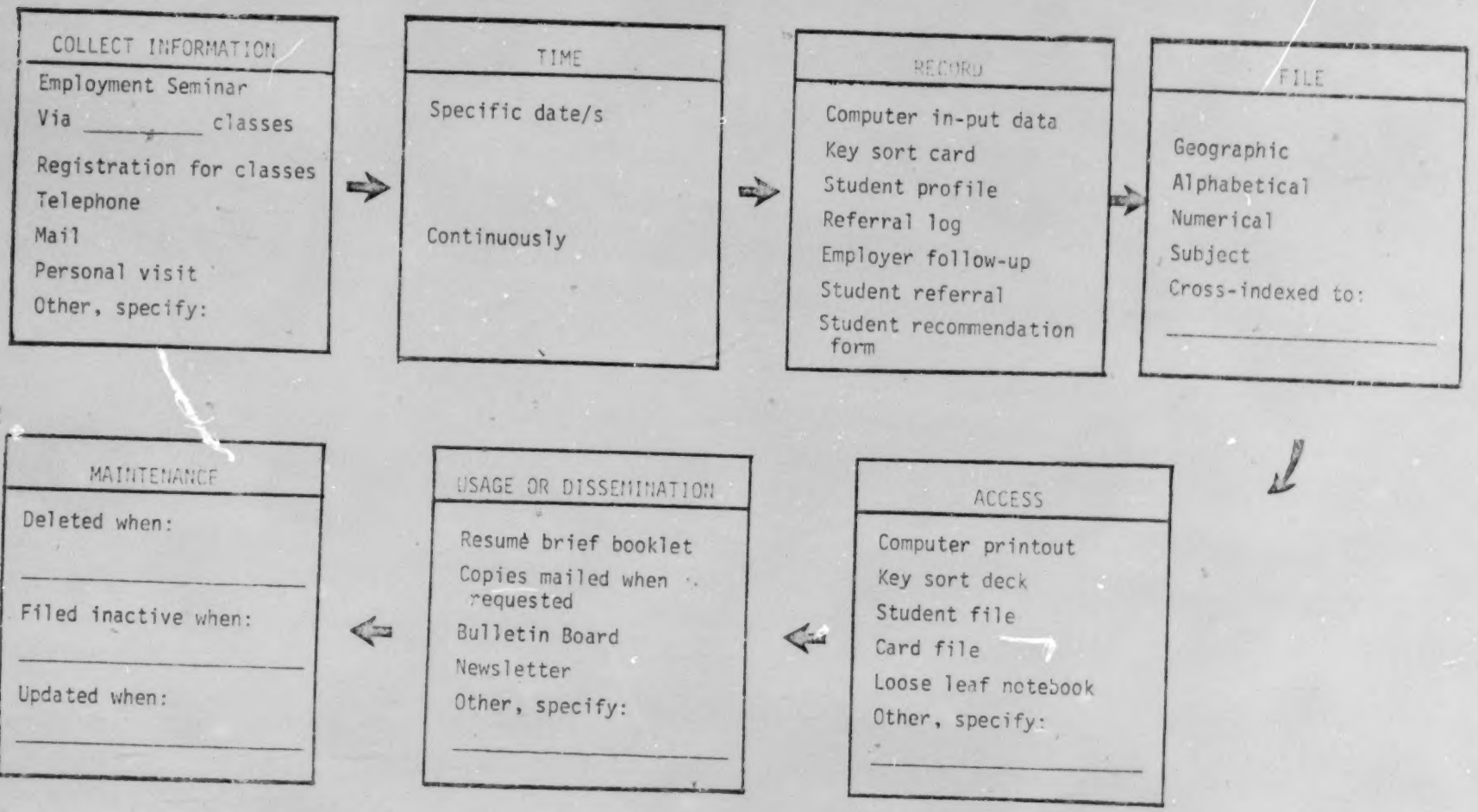
ACTIVITY 4 - INFORMATION FLOW

Since student information, as well as employer and job information, flows through the placement office, it is helpful to complete a flow chart for student information. The same general format can be used, of course, to chart any repetitive or frequently used type of information.

A master code for student information flow charts is illustrated on the following page. A sample flow chart for student resumes is given on the next page. Working in the same group as in the last activity, you are to prepare a flow chart for (1) student recommentations and (2) student profiles. Charts for recording this are on the following pages.

Each person is to complete their own chart, but you may discuss solutions in your group. After you have completed your chart, exchange with another participant and check for completeness. Then reconvene in the total group and compare flow charts. Be prepared to defend your choices.

MASTER FLOW CHART FOR PROCESSING STUDENT REFERRAL AND PLACEMENT INFORMATION



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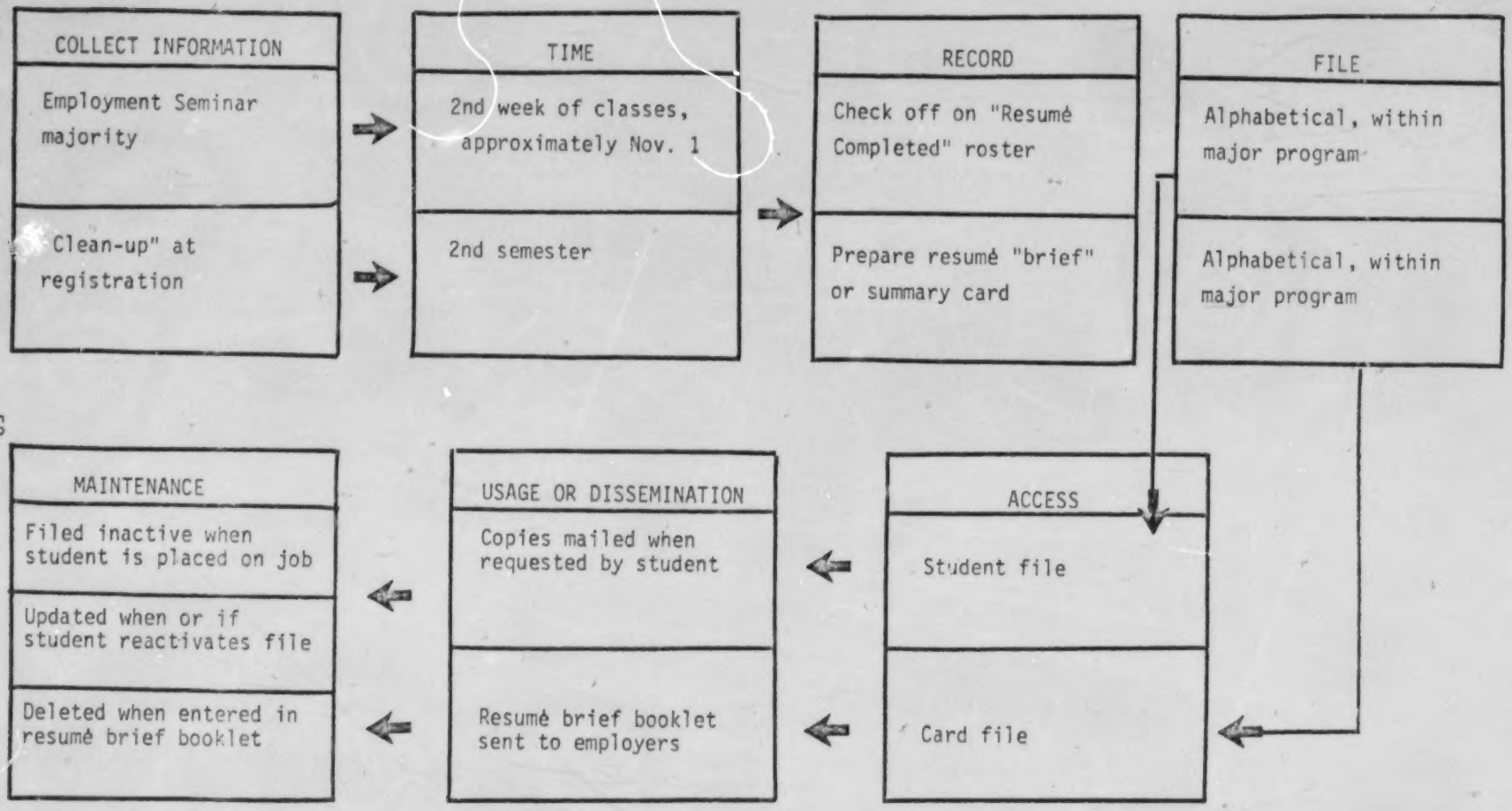
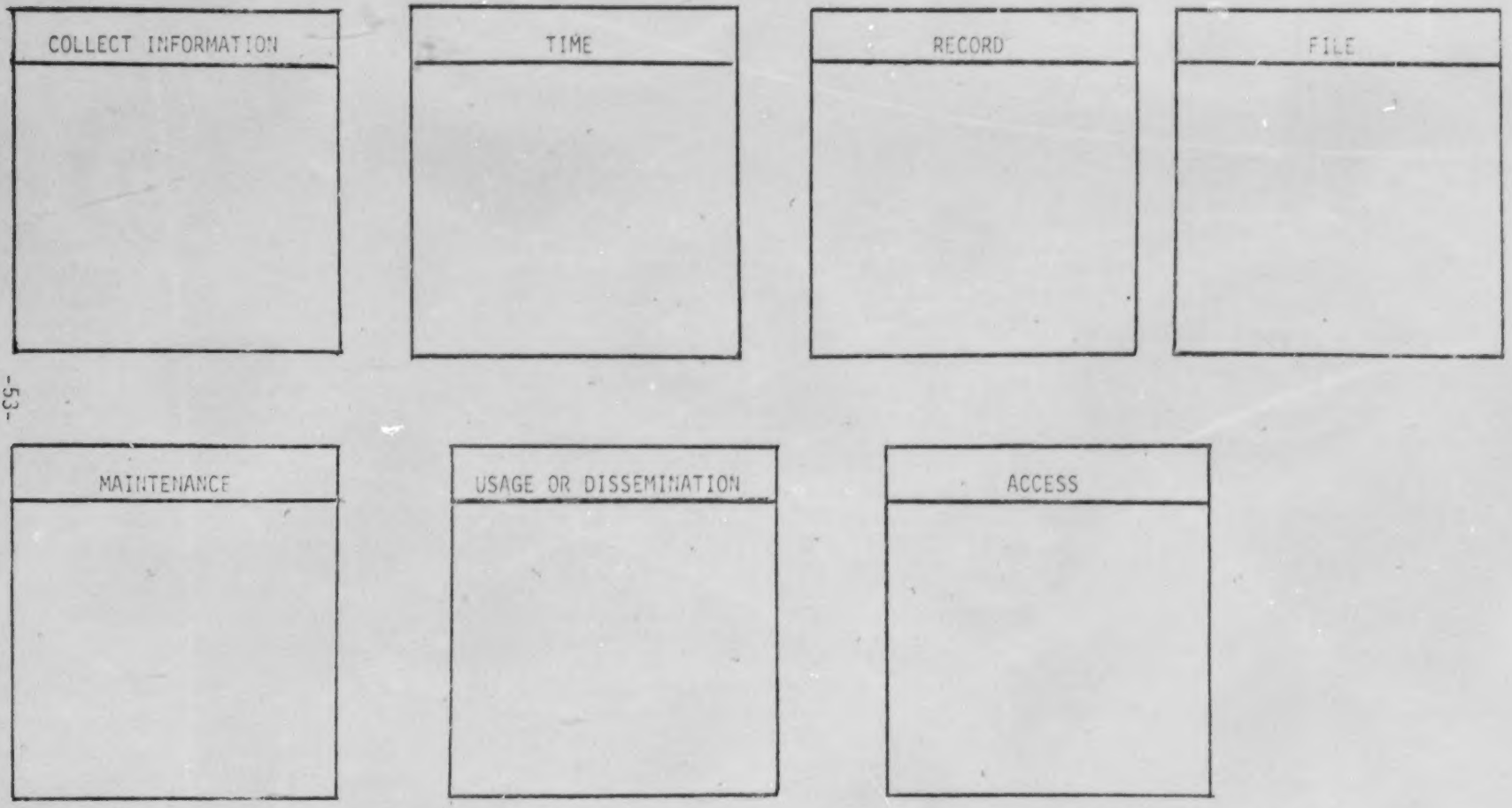
FLOW CHART FOR Student Resumés



-52-

FLOW CHART FOR _____ NAME: _____

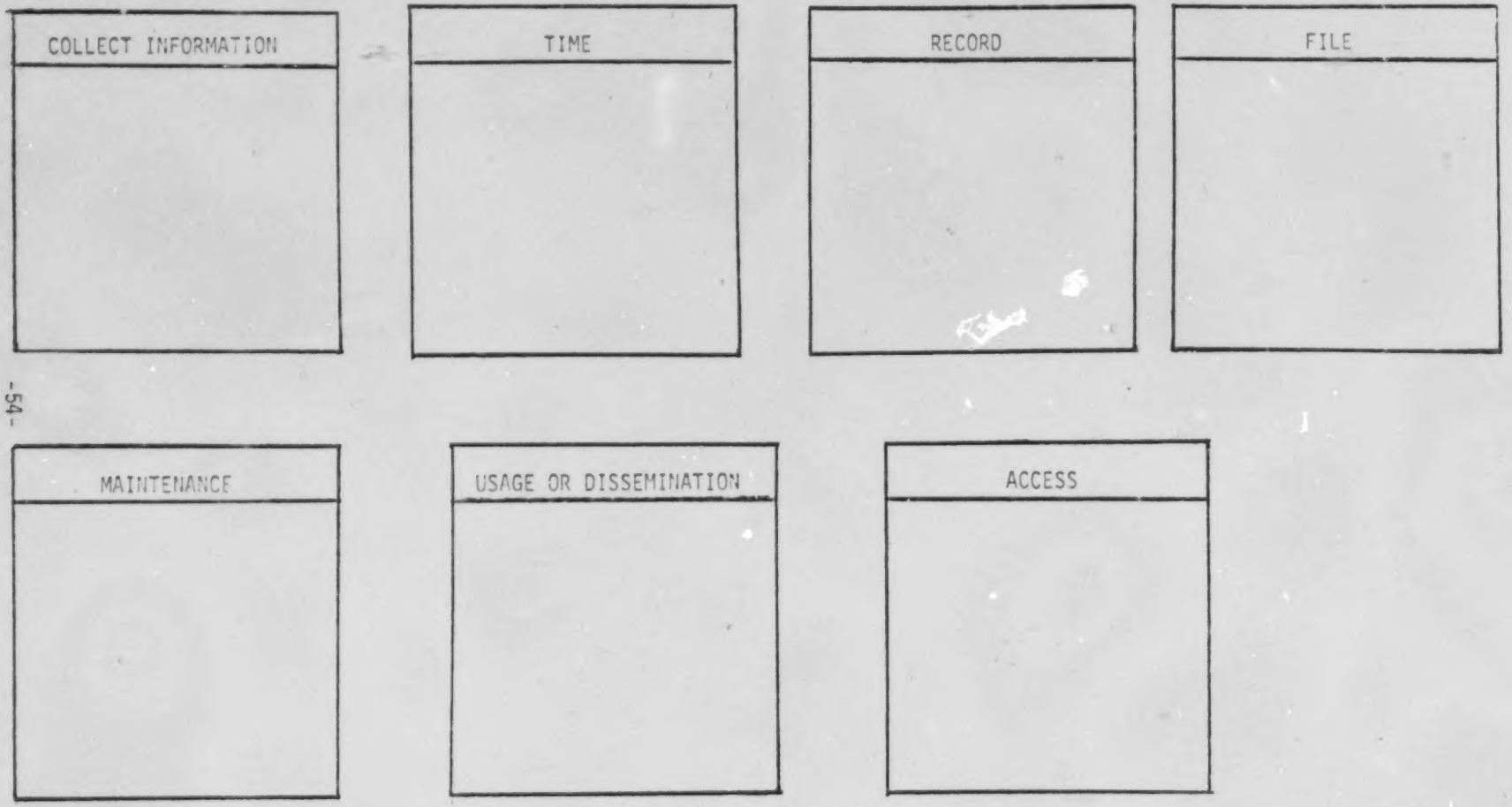


-53-

Completeness check requires that all of the above elements be specified for the type of information to be processed.

Checked as complete by: _____

FLOW CHART FOR _____ NAME: _____



-54-

Completeness check requires that all of the above elements be specified for the type of information to be processed.

Checked as complete by: _____

PLACING STUDENTS ON A JOB

Subjective Process

The successful placement of students in gainful employment is the culminating activity of the placement process. It is a highly subjective process at best and requires interaction by a skilled job placement coordinator with students and employers. The coordinator must ascertain the relationship between the student's personal characteristics and job qualifications and the required worker traits and job requirements, in order to make a referral to a job. This requires that the coordinator have a good knowledge of each student's qualifications, as well as an understanding of the job requirements.

Coordinator Role

Review Student Folders

The first step in the placement process is to compile a complete folder of information on each student. This folder usually includes a student profile, a resume or other similar document, and letters of recommendation. The coordinator should review each student's folder to become knowledgeable about their qualifications. S/he should also check with appropriate instructors about student attitudes, academic achievement, skill levels, and other student characteristics.

Interview Students

An interview should be held with each student seeking employment. The purpose of the interview is to (1) review the student's credentials and job qualifications, (2) clarify occupational objectives, and (3) enable the coordinator to make judgments about the student's work readiness and provide individual job counseling, if necessary.

Search Job File

The next step in the process is to search the job order file to ascertain if there are jobs in the data bank that match the student's job aspirations and qualifications. If there are appropriate jobs in the data bank, then arrangements for a referral should be made; if not, the coordinator goes to the employer profile data bank to locate employers who have appropriate jobs in their labor force. Contacts are made with these employers to determine if there are job openings in the area that the student is seeking employment.

Job Search

Referral

Once a suitable job opening is located then a referral should be made. The referral involves contacting both the employer and the student and scheduling an interview. The coordinator should review the job requirements and career potential with the student prior to the interview, advise the student about dress, make sure they have transportation to the interview, etc.

The employer should be advised about student qualifications; if there are some deficiencies in the student's preparation, then perhaps arrangements can be made for additional training at this time.

Responsibility for All Students

The selection of students for referral to job openings is a sensitive process. Remember that the placement coordinator has the responsibility for placing <u>all</u> students seeking employment. Obviously, since not all the students you work with will be well qualified, you must resist the temptation to work with only the best students. By necessity, the placement of less qualified students will require special job development efforts. The employer must be encouraged to provide employment opportunities for the disadvantaged, the handicapped, the dropouts, and less qualified workers.

Specialized Job Development

The student's qualifications must be honestly represented to the employer. "Overselling" a student does not pay dividends. Employers are usually reasonable, practical people but if they continually have bad experiences with the placement office they will take their business elsewhere.

There is a very fine line in working with employers in placing less qualified students, and the coordinator must use good judgment in order to maintain a good working relationship with employers.

Follow-up
Follow-through

The placement coordinator should follow-up with both the student and the employer after the interview, to learn what actions have been taken by each. The interview follow-up card is one way to do this. A phone call or other contact may need to be initiated if either employer or student or both fail to return the follow-up card after a reasonable time. It is also a good practice to follow-up with the student and the employer two or three weeks after placement, to check on initial job adjustment. This allows the coordinator to work with the student and the employer if there are any problems.

There will usually be some job orders on file where no student referrals have been made. These, too, should be followed up within two or three weeks to determine whether the position is still open and if referrals may still be made.

This follow-up completes the placement process; however, formal contacts are maintained with the student and employer over a period of time through the follow-up activities of the placement office. These activities will be discussed in the next module.

Summary

The placement process is a subjective one and requires interaction of a skilled coordinator with students and employers. The coordinator must have a good knowledge of student qualifications and job requirements to make referrals to jobs. The placing of less qualified students may require special job development efforts.

The placement process consists of:

1. Ascertaining student qualifications
2. Placement counseling as needed
3. Matching student qualifications to job requirements
4. Specialized job development

5. Referring student to job opening
6. Follow-up/follow-through to determine initial adjustment to employment.

ACTIVITY 5 - PLACEMENT PROCESS

As you have learned in this and the other two modules, there is more to placing a student in a job than just putting a job order out on the desk and saying, "help yourself!"

To find creative and workable solutions to specific placement problems you need a thorough understanding of the placement process, plenty of initiative, and probably some "real life" experience. The materials in this activity will give you an opportunity to relate the placement process discussed in the text to some actual incidents which were reported by on-the-job placement coordinators.

You are to work in groups of five or six. For each incident, you are to write the number of the step in the placement process which you think is most significantly related to that incident. In several cases, more than one step is involved, but try to determine the one which seems to be critical. You may list more than one if you cannot decide. Each person is to record their own answers, but discuss the incidents as a group, as you proceed. After you have completed recording your answers, reconvene and compare with the other groups.

KEY:
1. Ascertaining student qualifications
2. Providing job counseling as needed
3. Matching student qualifications to job requirements
4. Doing specialized job development
5. Referring student to job opening
6. Follow-up/follow-through with student or employer

CRITICAL INCIDENTS

___ A. An employer was looking for a graduate who had both refrigeration and sheet metal working skills, plus ability to work independently, etc. The placement coordinator contacted a very promising refrigeration student, helped him work out additional courses in sheet metal in cooperation with the employer, and helped the student develop an exceptional employment opportunity.

___ B. A 37-year old secretarial graduate with high skill levels lacked self-confidence and was too timid to go through with job interviews. The placement coordinator counseled with the student three times about her skills and abilities. She subsequently interviewed with four employers and received a lucrative employment offer from each.

___ C. A graduate who had very high stated occupational goals could not find a "suitable" job. The placement coordinator counseled the student to temporarily lower job expectations. Student then got a job which has advancement potential.

___ D. A manager of a large business wanted to hire a student who had skills and career ambitions in a certain area. The placement coordinator was able to recommend a specific individual because he had taken the time to interview each of the graduates regarding their career aspirations.

___ E. Few students enrolled in a data processing course were willing to relocate out of a rural environment. The placement coordinator talked to three of the best qualified and told them that data processing jobs were non-existent in the neighboring area. All agreed to interview in an urban area 60 miles away. Two were hired; now 70% of the students in the program are willing to relocate.

___ F. A placement coordinator arranged for a vocational program graduate who had previously been in prison to take a job in which half of the pay was provided by a company and half was paid by a special fund from a community service organization. The graduate did well and was employed completely on the company payroll.

___ G. A highly qualified secretarial science program graduate had aspirations for a four-year degree but had to work to support her family. The placement coordinator personally contacted the personnel director of a large chemical company which has a work-college program and "sold" this student. She is now working in the day and attending night courses with 70% reimbursement of her college expenses paid by the company.

___ H. A placement coordinator placed a student who was dropping out of

high school in a supportive and supervised work setting. She accompanied the student to the job interview, continued frequent contacts with the student and employer. The student stayed in school, graduated, and remained employed.

___ I. A student was employed in a large metropolitan manufacturing company. During a routine visit, the placement coordinator discovered that the employer was dissatisfied with the dress and physical appearance of this student. She met with the student and helped her correct the problem; she maintained her employment.

___ J. A student had been placed in a job which involved handling money. The employer called a placement coordinator to notify him that the student was going to have to be let go because money was disappearing. The placement coordinator knew the student was an honest person so he found the student a better job without notifying him that he was to have been fired. About four months after the student had changed jobs, a woman who had worked for the company for seven years was caught stealing.

___ K. A handicapped student lost his job because of lack of sufficient physical coordination. The placement coordinator worked with another employer to gain acceptance for the student into a position where physical coordination was not so essential. The firm was willing to accept the student's physical limitations, and he is now gainfully employed.

___ L. A placement coordinator personally drove six graduates to a large corporation in a neighboring metropolitan area, to support her contention that these graduates were skilled enough to meet company requirements. All six took the company test and passed with excellent marks. The company offered all six employment and now does not require a test for graduates of that occupational program.

____ M. A nursing aide graduate wanted to locate in a particular metropolitan area because her boy friend was there. The placement coordinator contacted four hospitals in that area for her, solicited application forms, and set up personal interviews in three hospitals. The student was hired on the second interview.

____ N. A top mechanical drafting graduate was not working by mid-summer after spring graduation. He had interviewed with a company where the placement coordinator felt a need existed, but had not been hired. Through contacts in the company, the placement coordinator found out that the student had been interviewed by the wrong person. The placement coordinator arranged a new interview and the graduate was hired.

___ O. A placement coordinator made frequent visits to check the progress of a student placed in an agricultural equipment dealership. As a result of these personal contacts, eight more students were hired. The employer has joined the Advisory Committee for equipment repair and maintenance curriculum.

Not all placement coordinators do the right thing at the right time. Here are a few incidents where the placement coordinator bombed out. See if you can identify the process which was *neglected.*

___ A. A placement coordinator sent an employer a list of over 30 potentially qualified graduates. In fact, only two were actually seeking jobs in that area. When one of these applied, he was rejected because the employer mistakenly thought there would be numerous other applicants to choose from.

___ B. A placement coordinator posted a job opening which included the address of the potential employer. Sixty students applied for one opening. The employer's personnel director was angered and 59 students were disappointed.

___ C. A placement coordinator accepted a teacher's evaluation of a student without talking to the student. The student was in fact more highly qualified than the job demanded and was dissatisfied with the job. He had to be reprocessed in a short time.

___ D. A placement coordinator sent an outstanding graduate out to interview for a menial job. The employer did not hire her because she was over qualified for the job, and the personnel director was angered at the placement coordinator for the referral.

___ E. A placement coordinator assisted a student to get a job with the understanding that there was great advancement potential. The job turned out to be a dead end, and the student was angered at the placement coordinator for his lack of willingness to assist in her efforts to earn advancement.

POSTASSESSMENT

NAME: _____

1. Write a list of the six basic principles involved in establishing a job placement office which were discussed in the text. Give a brief one or two sentence explanation of each principle.

2. Write a paragraph describing the placement process which includes a brief explanation of each of the six steps outlined in the text.

APPLICATION

ACTIVITY 6 - PLANNING FOR JOB PLACEMENT

In Module 2, you developed a planned sequence for job development. This activity will give you an opportunity to expand your planning to include some aspects of job referral and placement. The activities checklist in Activity 1 gave an overview of the kinds of functions you would need to plan for, but we will only consider a few of these. Although all should be planned for prior to implementing a placement program, at this time you are to write a program plan chart for:

1. Providing legal information related to placement
2. Building a student data base
3. Designing a system to manage student and placement records

You are to divide into three groups and each group is to develop a plan for the part assigned to them. The first step is to think through the tasks involved in conducting that particular activity. Next, decide what resource personnel would be involved. Third, set a time span by calendar dates for beginning and completing the activity.

Each person is to record their own plan on the following page, but you may discuss and share ideas with others of your group.

The plan does not need to be long or extremely detailed. It should just identify what major tasks need to be done and put them into a logical sequence.

When you have completed the activity, show your plan to the coordinator. Then, get together with a member of each of the other groups and put the parts together so that you have a completed plan for these three activities.

When you have completed the activity, exchange your plan with another participant and check for completeness. Then get together with a member of each of the other groups and put the parts together so that each of you has a completed plan for these three activities.

PROGRAM PLAN CHART

ACTIVITY	RESOURCE PERSONNEL	TIME

Certified as complete by: _____

APPENDIX

STATE FAIR COMMUNITY COLLEGE PLACEMENT

Student Interview Form

DATE _____ FULL TIME _____ PART TIME _____

NAME: _____ PHONE: _____
(Last) (First) (M.I.)

ADDRESS: _____ SOCIAL SECURITY NO. _____
(Street)

_____
(City) (State) (Zip)

MARITAL STATUS S M D SEP W NO. OF CHILDREN _____ AGES _____ OWN CAR _____ USE BUS _____ ARE YOU BONDABLE? Yes No

MILITARY STATUS _____ U. S. CITIZEN Yes No AGE _____ HEIGHT _____ WEIGHT _____ GENERAL HEALTH _____

DATE AVAILABLE AND HOURS DESIRED _____

SPECIAL SKILLS _____

* * * * * * *

EDUCATION

CIRCLE GRADE COMPLETED 9 10 11 12 GED — NAME OF SCHOOL _____ DATE ATTENDED _____ to _____ MAJOR COURSE OR DEGREE _____

(Address) _____

COLLEGE 1 2 3 4 _____ _____ to _____ _____

(Address) _____

SPECIAL COURSES _____ _____ to _____ _____

* * * * * * *

WORK EXPERIENCE

From _____ To _____ BUSINESS ADDRESS _____ SALARY _____ REASON FOR LEAVING _____

From _____ To _____ BUSINESS ADDRESS _____ SALARY _____ REASON FOR LEAVING _____

JOB INTERVIEWS

Date	Company	City	Results

JOB OBTAINED

Date	Job Title	Company	Salary

INTERVIEWER'S COMMENTS

STUDENT PROFILE

COOPERATIVE JOB PLACEMENT SERVICE

(1) Name _____
Last First Middle

(2) Home Address _____
Street City State Zip

(3) Phone No. (incl. area code) _____ (4) Soc.Sec.No. _____

(5) (Optional Information - Requested but not Required):
Date of Birth _____ Height _____ Weight _____
Sex: ☐ Male ☐ Female
Marital Status: ☐ Single ☐ Married ☐ If marriage anticipated in near future, list married name: _____
Race: ☐ Caucasian ☐ Indian ☐ Afro-American ☐ Oriental ☐ Other (specify) _____

(6) School _____ Training Program _____
This is a ☐ 1-year, or a ☐ 2-year program. I will graduate _____
Month and Year

(7) After I graduate my plans are: ☐ Work full-time ☐ Continue education ☐ Military ☐ Other (specify) _____

(8) Job Objective: _____
☐ Not planning to work ☐ Undecided

(9) Date available for employment: _____

(10) Background:
Percent of school expense earned: ☐ 0-25% ☐ 25-50% ☐ 50-75% ☐ 75-100%
Extra-curricular activities: _____

(11) Work History (start with most recent employment)
(1) Employer _____ Phone No. (incl. area code) _____
Address _____
Street City State Zip
Job Title _____ Length of Employment _____
(2) Employer _____ Phone No. (incl. area code) _____
Address _____
Street City State Zip
Job Title _____ Length of Employment _____

(12) Are references available: ☐ Yes ☐ No

(13) Are you willing to relocate: ☐ Yes ☐ No

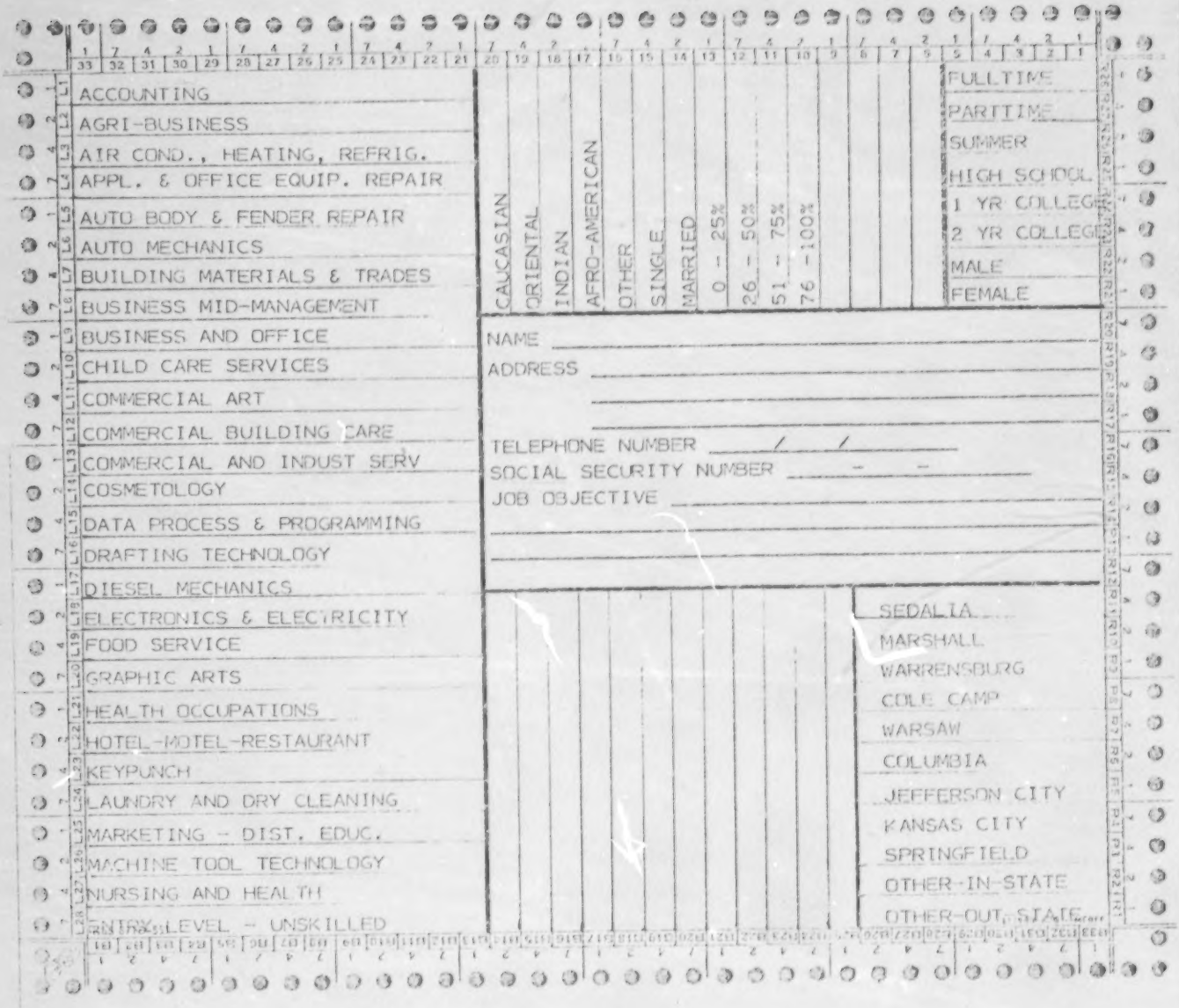
(14) Do you have transportation: ☐ Yes ☐ No

(15) Indicate area where you will be willing to locate or relocate (see map below):

- ☐ 01 - Northwest Missouri
- ☐ 02 - Western Mo. - Kansas City Area
- ☐ 03 - Southwest Missouri
- ☐ 04 - Northeast Missouri
- ☐ 05 - Central Missouri
- ☐ 06 - Eastern Mo. - St. Louis Area
- ☐ 07 - Southeast Missouri
- ☐ 08 - Missouri + other specified States
- ☐ 09 - Midwest Area
- ☐ 10 - Continental U.S.A.
- ☐ 11 - Anywhere

LEGEND

- 01 = Northwest Missouri
- 02 = Western Mo. - Kansas City Area
- 03 = Southwest Missouri
- 04 = Northeast Missouri
- 05 = Central Missouri
- 06 = Eastern Missouri - St. Louis Area
- 07 = Southeast Missouri
- 08 = Missouri + Other Specified States
- 09 = Midwest Area
- 10 = Continental U.S.A.
- 11 = Anywhere



McBEE CARD FOR STUDENT PROFILE

STATE FAIR COMMUNITY COLLEGE
PLACEMENT OFFICE

To _____ Date _____

The person named below has referred us to you for information concerning his/her qualifications. Will you please rate him in each section below, making pertinent comments concerning his/her qualifications. Return this form to: Placement Office, State Fair Community College, Sedalia, Missouri 65301.

Under the Family Educational Rights and Privacy Act of 1974 students may have access to letters of recommendation or they may waive that right and letters of recommendation will be considered confidential. This letter of recommendation is considered (confidential, ~~not confidential~~).

WAIVER OF ACCESS TO LETTER OF RECOMMENDATION:

I do, ~~do not~~ waive my right to access to letters of recommendation.

Signature of student: _____

	Out-standing	Very Good	Average	Below Average	Poor	No Oppor-tunity to Observe	Comment
PERSONAL QUALITIES							
Appearance							
Self Expression							
Dependability							
Judgment							
Industry							
Adaptability							
Health & Vitality							
Initiative							
RELATIONSHIP WITH OTHERS							
Works with others							
Leadership							
Accepts suggestion							
PROFESSIONAL TRAINING							
POTENTIAL FOR SUCCESS							

General Remarks

How well do you know candidate? (Ck. one) Slightly____ Average____ Fairly well____
Very well____ How long? (Mos. or Yrs.) _____.
Relationship with candidate was as Teacher - H.S. _____ College____ Co-Worker____
Employer _____ Other (indicate) _____

Your present Position _____ Co. or Institution _____

Print Name _____ Signature _____
Date _____

SAMPLE REFERRAL LOG

State Fair Community College
Referral and Placement Log

Date	Name of Employer	FT/PT	Type of Job	Student Referred	Placement yes	no

RESUME

JANE DOE

Route 7, Box 215
Knob Noster, MO. 65336 Telephone 816/870-3441

PERSONAL Single 5'6" 124 Pounds 20 Years Old

JOB OBJECTIVE A community college graduate with an Associate of Science degree, I am very much interested in a secretarial position in the Kansas City or Sedalia area.

EDUCATION State Fair Community College: 1975 graduate majoring in two-year program in secretarial science. The areas studied include: shorthand (120 wpm), typewriting (70 wpm), office machines, filing, business math, accounting, office management, secretarial procedures, business communications, and general education courses.

Knob Noster Senior High School, Knob Noster, Missouri: 1973 graduate, secretarial major, top third of class.

WORK EXPERIENCE Part-time, 1973-1975: Bookkeeper for Joe's Skelly Service Station, Knob Noster, Missouri. Kept daily books, paid bills, kept payroll records, inventory.

Part-time, 1971-1973: Baby-sitter for various families in and around Knob Noster, Missouri.

HONORS AND ACTIVITIES State Fair Community College: Dean's list for each semester enrolled in college. Recording secretary for Phi Phi Chapter of Beta Sigma Phi, a social sorority.

REFERENCES Mrs. Shirley Evans, Secretarial Science Instructor,
State Fair Community College, 1900 Clarendon Road,
Sedalia, Missouri 65301

Mr. Robert Maxwell, Vocational Counselor,
State Fair Community College, 1900 Clarendon Road,
Sedalia, Missouri 65301

Ms. Kathy Moore, Business Instructor
Knob Noster Senior High School
500 South Washington
Knob Noster, Missouri 65336

RESUME

JOHN ROBERT DOE

128 E. 29th Street
Sedalia, MO 65301

Telephone 816/826-7100

PERSONAL	Married 5'10" 180 Pounds 23 Years Old
JOB OBJECTIVE	Assistant Manager. Ultimate goal - manager in a building materials firm.
EDUCATION	State Fair Community College, Sedalia, MO 65301 A.S. in Building Materials Merchandising, 1976. Earned 100% of total college expenses. High School Diploma, 1971, LaMonte, MO 65337
WORK EXPERIENCE	May 1975 to August 1975: C & H Lumber Company, Warrensburg, MO 64093. Internship: Included making deliveries, working in the yard, building trusses and portable sheds in the shop, and doing retail selling in the store. February 1974 to May 1975: Base Exchange, Whiteman AFB, Knob Noster, MO 65304. Part-time job including stocking shelves and some store carpentry work.
MILITARY SERVICE	April 1972 to December 1973: United States Army. M.O.S. Supply Specialist. After graduating from high school, drafted into the service. Stationed at the U.S. Army Depot, Oakland, CA. Worked in clothing supply for troops going to and from Vietnam.
HONORS AND ACTIVITIES	Athletic Director of DECA while in college. Active member of American Legion.
BACKGROUND AND INTERESTS	Raised in the LaMonte area. Interested in various sports, motorcycling and coaching little league teams.
AVAILABILITY AND LOCATION PREFERRED	Will be available after May 24, 1976. Will relocate anywhere in Midwest.
REFERENCES	Mr. Tom Smith, Owner, C & H Lumber Company, Warrensburg, MO 64093, 816/564-5432. Mrs. Jane Jones, Manager, Main Store, Whiteman AFB, Knob Noster, MO 65304, 816/563-5511 Mrs. Ann White, Teacher, LaMonte Elementary, LaMonte, MO 65337, 816/560-2310.

Name: _____

Your interview is scheduled with

_____

at _____

to apply for the job of _____

_____

Date and Time: _____

Remember to Follow Up on the Interview!

- -

Detach and return this card to the Job Placement Office following your interview.

Name: _____

Applying for the job of _____

at _____

Interview Results:

I was hired _____ Effective date _____

Being considered for _____

Will be informed by _____

I was not hired _____ Reason, if given _____

_____.

Hi! I'm from State Fair Community College, Sedalia, Missouri, a member of the Cooperative Job Placement Service.

My name is _____

I was sent by _____

_____

To apply for the job of _____

_____

Person to see _____

Address _____

_____

Date & Time _____

- - - -

STATE FAIR COMMUNITY COLLEGE
PLACEMENT RECORDS REQUEST

Name of student _____

Social Security number _____

Please send my placement records to:

_____

_____

_____

Thank you. _____
Signature of student

Release form on file?

__ yes __ no

```
IKJ53020A ENTER  LOGON ;LOGIN
IKJ53020A ENTER  LOGON $LOGIN
V,M73z2zG ;RU;S  VI,IR wVI,YR
logon $0771/cjps
$0771 LOGON IN PROGRESS AT 14:43:44 ON JUNE 21, 1976
NO BROADCAST MESSAGES
READY
exec cjpsb.clist

:
30

JOB ORDER INQUIRY
IS JOB ORDER ALREADY ON FILE?
:
NO

JOB ORDER NUMBER: 000C0472

ENTRY DATE: 061176

HOLD DATE: 000000

COMPANY #: 00184

DOT CODE: 209388

NUMBER OF POSITIONS: 5

DATE NEEDED: 061176

CLOSING DATE: 070176

FULL/PART TIME: 2

SALARY,LOW:  808

SALARY,HIGH:  825

LOCATION(2): 02

TITLE(21): CLERK TYPIST

ADD THIS JOB ORDER TO THE FILE?
:
NO

TEMPORARY?
:
NO

DEFAULT MATCHING PROCESS?
:
YES

PASS #:  1
NUMBER MATCHED= 25, DO YOU WANT TO LIST?
DUE TO AREA:  299 DUE TO OCCUPATION:  25
:
YES
```

COMPUTER PRINTOUT

JOB ORDER

```
STUDENTS MATCHED
          GLORIA J HECKE                    1261261000
341565816 SUSAN DENISE WILLIAMSON           0591171100
486683412 ERNESTINE WHITMILL                0480781200
487702234 MABEL D HOUCKS                    0480781200
488666607 JULIE BARBARA SIMMONS             0591171100
489664892 JOY ANGELA ROGERS                 0480781200
490644801 MARILYN KAY CONWAY                0591171100
491644710 SUSAN M ZEISSET                   1261261000
491669386 LAURA GAY PRUITT                  0591171100
491687371 CAROL BETH POWELL                 1261261000
492663826 ROBERTA ANN WATSON                0591171100
494624365 CYNTHIA LYNETTE COLEMAN           0480781200
494681876 JULIE K WHITELAW                  0480781200
494700021 CAROL J PATTERSON                 0480781200
494708594 CRYSTAL LYNN BANKS                0480781200
495723024 MARY ANN JAMES                    0591171100
497641524 MIRANDA ANN PARKER                0480781200
497687829 CATHY META PENN                   1661661000
498506850 VICTORIA LYNN VIEBROCK            1261261000
499667737 JANICE M FUEMMELER                1261261000
499669845 BARBARA LYNN HAGOOD               0731081050
500624921 DONNA JEAN DANIELS                1981981000
500641801 SHERYL JEANNE RHEA                1981981000
500647777 ROBIN L JAMES                     0480781200
500663507 JULIA ANN HAMBY                   0480781200
ENTER KEYWORD(LIST ,MATCH,JOB   ,EXIT )
:

EXIT

CJPS MONITOR;  ENTER MODULE # TO BE EXECUTED.
:
31

STUDENT FILE INQUIRY
ENTER STUDENT SOCIAL SECURITY NUMBER
:
341565816

DISPLAY LEVEL?
:
```


COMPUTER PRINTOUT

STUDENTS MATCHED TO JOB ORDER

```
--------SUSAN DENISE W                    51858 0591171100  5 76 209388 201368  6 76 11100000000
ENTER STUDENT SOCIAL SECURITY NUMBER
:
341-------
DISPLAY LEVEL?
:
1

NAME.....SUSAN DENISE W-----
ADDRESS....------ STREET
          -------  MO.          64601
SOCIAL SECURITY #: 341
BIRTH DATE:  5/18/58
HEIGHT..... 5 FT  7 IN  WEIGHT..... 108
SEX: FEMALEMARITAL STATUS: SINGLE
RACE: CAUCASIAN
SCHOOL: 0591171100
PROGRAM LENGTH: 1 YEAR GRADUATION DATE:  5/76
POST GRADUATE PLANS: WORK FULL-TIME
JOB OBJECTIVE: CLERICAL OFFICE
1ST DOT CODE: 209388 2ND DOT CODE: 201368
AVAILABLE FOR EMPLOYMENT:  6/76
PERCENT SCHOOL EXPENSES EARNED: 0-25%
REFERENCES AVAILABLE: YES
WILLING TO RELOCATE: YES
TRANSPORATION AVAILABLE: YES
SALARY RANGE:  400 -  500
 ----- AREAS WILLING TO LOCATE -----
  NORTHWEST MISSOURI
  WESTERN MISSOURI(KC)
  SOUTHWEST MISSOURI

ENTER STUDENT SOCIAL SECURITY NUMBER
:
999999999

CIPS MONITOR:  ENTER MODULE # TO BE EXECUTED.
:
4
READY
logoff
CPU=    5.00 SEC; CONNECT=  18.88 MIN; COST=    3.11 + ANY I/O CHARGES
S0771 LOGGED OFF TSO AT 15:03:00 ON JUNE 21, 1976
```

COMPUTER PRINTOUT
STUDENT PROFILE
MATCHED TO JOB ORDER

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Chapter 294—RSMo 1959

CHILD LABOR

Sec.
294.011 Gainful occupation defined
294.021 Minors under fourteen not to be employed
294.024 Employment of minors between fourteen and sixteen on work certificate, exceptions
294.027 Work certificates permit minors to work, when
294.030 Hours of work for minors
294.040 Minors under sixteen not to work in certain occupations
294.045 Superintendent of schools to issue work certificates
294.051 Work certificates issued when—evidence, required by issuance
294.054 Contents and form of work certificate
294.060 Work certificate transmitted to employer, return to officer, reissue, record
294.070 Work certificate forms furnished by state commissioner of education—no fee
295.920 May be deputized by division of industrial inspection as agent—powers authority (class three and four counties)

Sec.
294.080 Work certificate as evidence of age
294.090 Director of industrial inspection to enforce — entering places of employment—cancellation of certificate
294.100 Presence of minor as evidence of employment
294.110 Violation, a misdemeanor
294.120 Sale of products of child labor prohibited — definitions
294.130 Agricultural and farm products exempt
294.140 Penalty for violation
564.070 Employment of children in occupations hazardous to safety or morals prohibited
564.080 No girls as messenger service
564.090 Officers designated to enforce law
564.700 Violation-misdemeanor
564.710 Convicted persons disfranchised, when

CROSS REFERENCES

Earnings, parents' right to RSMo 452.120, 452.150, 452.220, 452.230, 457.020

Part time schools for employed children, RSMo Ch 162

Workmen's compensation minor entitled to fifty per cent additional, when, RSMo 287.250

294.011. Gainful occupation defined—As used in Sections 294.011 to 294.110 "gainful occupation" does not include:

(1) Work performed by a child for his parent, legal custodian or guardian;

(2) Occasional work performed by a child with the knowledge and consent of his parent, legal custodian or guardian; or

(3) Work performed by a boy twelve years of age or over in the sale, delivery or distribution of newspapers, magazines or periodicals. (Effective August 29, 1957)

294.021. Minors under fourteen not to be employed.— No child under fourteen years of age shall be employed, permitted or suffered to work at any gainful occupation at any time. (Effective August 29, 1957.)

294.024. Employment of minors between fourteen and sixteen on work certificate—exceptions.—A child who has passed his fourteenth birthday but is under sixteen years of age may be employed, permitted or suffered to work at any gainful occupation other than those prohibited by section 294.040 except that he may not be employed, permitted or suffered to work during the regular school term unless he has been issued a work certificate under the provisions of 294.011 to 294.110. (Effective August 29, 1957.)

294.027. Work certificates permit minors to work, when. —Work certificates shall permit.—(1) The employment of children between fourteen and sixteen years of age during nonschool hours during the school term; or

(2) the employment of children between fourteen and sixteen years of age who are excused from attendance at school by the provisions of chapter 164, RSMo (Effective August 29, 1957.)

294.030. Hours of work for minors.—1. A child under sixteen years of age shall not be employed, permitted or suffered to work at any gainful occupation for more than eight hours in any day nor more than six days or forty hours in any week, nor before the hour of seven o'clock in the morning nor after the hour of ten o'clock in the evening.

2. During a school term a child under sixteen years of age shall not be employed, permitted or suffered to work at any gainful occupation after the hour of seven o'clock in the evening on days immediately preceding days when school is in session; except that this subsection does not apply to those children who have been permanently excused from school under the provisions of chapter 164, RSMo. RSMo 1939 §9621A. (Effective August 29, 1957.)

294.040. Minors under sixteen not to work in certain occupations.—A child under sixteen years of age shall not be employed, permitted or suffered to work by any person

(1) in connection with power driven machinery;

(2) in the oiling, cleaning and washing of machinery;

(3) upon any scaffolding;

(4) in or about any mine or quarry except that working as an office messenger or at other nonhazardous employment is not prohibited by Sections 294.011 to 294.110.

(5) in stone cutting or polishing;

(6) in or about any plant manufacturing, processing or compounding explosives, or in the use of transportation of same;

(7) in the operation of any automobile, truck or motor vehicle;

(8) in or about any blast furnace, rolling mill, foundry, forging shop, or in any other place where the heating, mounting or heating treatment of metals is carried on;

(9) in the operation of machinery used in the cold rolling of heavy metal stock or in the operation of power driven, punching, shearing, stamping or metal plate bending machines;

(10) in the operation of power driven woodworking machines;

(11) in or about saw mills, or lath, shingle or cooperage stock mills;

(12) in the operation of freight elevators or hoisting machines or cranes;

(13) in occupations involving exposure to radio active substances;

(14) as bellhop in a hotel, or in any capacity in or about a motel or cabin, or where sleeping accommodations are furnished;

(15) in or about any poolroom, billiard hall or bowling alley;

(16) in any place or establishment in which intoxicating alcoholic liquors are served or sold for consumption on the premises, or in which intoxicating liquors are manufactured or bottled;

(17) in any other occupation dangerous to the life, health or limb, or injurious to the health or morals of children under the age of sixteen. RSMo 1939 §9522A. (Effective August 29, 1957.)

294.045. Superintendent of schools to issue work certificates.—The work certificates shall be issued and signed by or under the direction of the superintendent of public schools of the district in which the child resides, or if there is no such superintendent, by the county superintendent of the county in which the child resides. (Effective August 29, 1957.)

294.051. Work certificate issued when — evidence, required by issuance.—A work certificate may be issued after the issuing officer is satisfied that the employment will serve the best interest of the child and, in the first instance, only upon application in person of the child with the written consent of his parent, legal custodian or guardian, or if deemed necessary by the issuing officer, the child shall be accompanied by his parent, guardian or custodian. The certificate may be renewed or another certificate issued on application of the child with the written parental consent but in no case shall a certificate be issued until the issuing officer has received and approved the following papers:

(1) A statement of intention to employ signed by the prospective employer setting forth the specific nature of the occupation in which he intends to employ the child and the exact hours of the day, the number of hours per day and the days per week during which the child is to be employed;

(2) Proof of the age of the child by a birth certificate or other documentary evidence of such character in such form as is prescribed by the issuing officer;

(3) A certificate of the physician of the public schools of the district in which the child resides or other licensed physician, if required by the issuing officer, showing that he has personally examined the child and has found the child in good and mental and physical health and is capable of performing labor without injury to his health and mental development;

(4) A certificate of the principal of the school which the child attends or has attended giving the grades of school work completed by the child, except that for children permanently excused from attendance at school because of mental incapacity to derive further benefit from public school education, this requirement may be waived. (Effective August 29, 1957.)

294.054. Contents and form of work certificate.—1. The work certificate shall show

(1) the age, sex, place and date of birth and place of residence of the child;

(2) the name and place of residence of the child's parent, guardian or custodian;

(3) the name and address of the employer; and

(4) the nature of the employment for which the work certificate is issued.

2. Work certificates authorizing the employment of a child during non-school hours shall be of a form and color

distinct from those authorizing full time employment. (Effective August 29, 1957.)

294.060. Work certificates transmitted to employer, return to officer, reissue, record.—1. Whenever a child under sixteen years of age is granted a work certificate, the certificate shall be transmitted by the issuing officer to the employer of the child. The employer shall keep the work certificate on file and shall post in a conspicuous place in his place of business a list of all children under the age of sixteen employed.

2. On termination of the employment of the child his work certificate shall be sent immediately by the employer to the officer who issued it.

3. A new certificate may be issued for a child whose certificate has been returned by the employer to the issuing officer.

4. A copy of each work certificate issued and notice of its cancellation shall be retained by the issuing officer and a copy shall be promptly mailed to the division of industrial inspection of the department of labor and industrial relations. RSMo 1939 §9624A. (Effective August 29, 1957.)

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294.070. Work certificate forms furnished by state commissioner of education—no fee.—No fee shall be charged for a work certificate issued under the provisions of Sections 294.011 to 294.110. The form of the work certificate shall be prepared by the state commissioner of education. Blank work certificates shall be furnished to the superintendent of each school district and to each county superintendent of schools by the state commissioner of education. RSMo 1939 §9625A. (Effective August 29, 1957.)

294.080. Work certificate as evidence of age.—Upon the request of a child or of an employer who wishes to employ a child who represents his age to be sixteen years or more, the issuing officer upon the presentation of evidence of age, as provided herein for children under sixteen years of age, shall issue a certificate showing the age of the child and this certificate shall be accepted as conclusive evidence of the age of the child. RSMo 1939 §9627A. (Effective August 29, 1957.)

294.090. Director of industrial inspection to enforce—entering places of employment—cancellation of certificate.—1. The director of the division of industrial inspection of the department of labor and industrial relations is charged with the enforcement of the provisions of sections 294.011 to 294.110

and all other laws regulating the employment of children and the director is vested with the power and jurisdiction to exercise such supervision over every employment as may be necessary adequately to enforce and administer sections 294.011 to 294.110, including the right to enter any place where children are employed and to inspect the premises and to call for and inspect work certificates.

2. If it appears that a work certificate has been improperly granted or illegally used, or the child is being injured, or is likely to be injured by the employment, this fact shall be reported to the issuing officer who shall cancel the work certificate. Notice in writing of the cancellation, with reasons therefor, shall be mailed immediately to the child and to the person employing the child, and thereafter it shall be unlawful for any such person to continue to employ the child. RSMo 1939 §9626A. (Effective August 29, 1957.)

294.100. Presence of minor as evidence of employment.—The presence of any child under sixteen years of age in any place where labor is employed shall be presumptive evidence that said child is employed therein. RSMo 1939 §9628A. (Effective August 29, 1957.)

294.110. Violation, a misdemeanor.—Any person violating the provisions of sections 294.011 to 294.110 shall be deemed guilty of a misdemeanor. RSMo 1939 §9629A. (Effective August 29, 1957.)

294.120. Sale of products of child labor prohibited—definitions.—1. No product of any mine, mill, cannery workshop, factory or manufacturing establishment produced or mined wholly or in part by child labor within or without this state shall be sold or offered for sale to any person, firm, association or corporation.

2. The term "child labor" as used in this section means:

(1) Employment of children under sixteen years of age in any manner or by any means whatsoever in, or in connection with, the manufacture or production of the products of any mill, cannery, workshop, factory or manufacturing establishment;

(2) Employment of persons under eighteen years of age in any manner or by any means whatsoever, in or in connection with, the mining or quarry of minerals; provided, however, that the provisions of this subsection shall not apply to employment of persons under eighteen years of age by their parents or guardian. (9630, 9631)

294.130. Agricultural and farm products exempt.—Sections 294.120 to 294.140 shall not apply to articles sold in the course of interstate commerce, nor to agricultural or farm products, but shall apply to all articles produced, manufactured or mined outside of this state when the same are offered for sale or sold in this state after the original sale in the course of interstate commerce. (9632)

294.140. Penalty for violation.—Any person, firm, association or corporation, or any officer, or employee thereof who shall sell or offer for sale any goods, wares and merchandise in violation of any of the provisions of sections 294.120, to 294.140 shall be deemed guilty of a misdemeanor and, upon conviction thereof, shall be punished for the first offense by a fine of not less than twenty-five dollars nor more than five hundred dollars, and for each subsequent offense by a fine of not less than one thousand dollars nor more than three thousand dollars, or by imprisonment in the county jail for not less than thirty days nor more than ninety days, or by both such fine and imprisonment, and the goods, wares or merchandise so sold or offered for sale in violation of this chapter shall be forfeited to the state. (9633)

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564.670. Employment of children in occupations hazardous to safety or morals prohibited.—No child under the age of sixteen years shall be employed, permitted or suffered to work at or be engaged in any capacity in the operation of any power machinery or assisting therein in any capacity whatever except in the operation of machinery used for agricultural purposes or in domestic service; nor shall any such child be employed, permitted or suffered to work at or be engaged in or about or in connection with any mine or underground work; nor shall any such child be permitted or suffered to work, or be engaged in any capacity in, about or in connection with the preparing of any composition in which dangerous or poisonous acids or alkalis are used; the manufacture of paints, colors or white leads; dipping, drying or packing matches; manufacturing, packing or storing powder, dynamite, nitroglycerine compounds, fuses or other explosives; the sewing, lasting or adjustment of any belt to any power machinery, nor in oiling, wiping or cleaning any machinery; nor in operating or assisting in operating any machine used in picking wool, cotton, hair or upholstering material; nor any job press operated by power or cylinder press; nor any machine used in polishing or grinding any metal, nor any machine used for manufacture of goods for immoral purposes; nor in, about, or in connection with any brewery or other establishment where malt or other alcoholic liquors are manufactured, or sold,

packed, wrapped, or bottled; hotel, pool or billiard hall; wholesale drugstore; saloon, nor in bowling alleys. (4665)

Employment of children, generally, RSMo 294.010 294.110

564.680. No girls in messenger service.—No girl under the age of eighteen years, shall be employed, permitted or suffered to be engaged in carrying telegraphic dispatches or in the messenger service. (4666)

564.690. Officers designated to enforce law.—The director of the division of industrial inspection of the department of labor and industrial relations, the state commissoner of education, the probation officer of any juvenile court, the county superintendent of public welfare, the persons authorized by any of them, and every attendance and truant officer, shall enforce the provisions of sections 564.670 and 564.680. (4667)

564.700. Violation—misdemeanor.—Any person, firm, or corporation employing any such minor, contrary to the terms of sections 564.670 to 564.690, shall upon conviction be adjudged guilty of a misdemeanor. (4668)

564.710. Convicted person disfranchised, when.—Every person who shall be convicted of any felony, punishable under any of the provisions of this chapter, shall be thereafter disqualified from holding any office of honor, profit or trust, or of voting at any election within this state. (4790)

295.920. May be deputized by division of industrial inspection as agent—powers, authority (class three and four counties).—The county superintendent of public welfare and his assistants may be deputized by the director of the division of industrial inspection of the department of labor and industrial relations, as his agent or agents, and when they are so deputized by the director, they shall have the same powers and authority as deputy industrial inspectors. (9726)

School Based Job Placement Service Model-P, Pennsylvania Department of Education, Bureau of Vocational, Technical and Continuing Education, Research Coordinating Unit, Harrisburg, Pennsylvania 17126.

A booklet describing the development of a model placement program in cooperation with the Bureau of Employment Security. Describes computer application for managing information.

Miller, Melvin D. and Wesley Budke, *Prep Report No. 32. Job Placement and Follow-Up of Secondary School Vocational Education Students*. Order from Superintendent of Documents, United States Government Printing Office, Washington, D.C. 20402.

A booklet describing the operation of a placement office. Contains sample forms and outlines procedures.

Federal Register, Monday, January 6, 1975. Washington, D.C. Volume 40, Number 3. Department of Health, Education and Welfare, Office of the Secretary.

Contains proposed rules for privacy rights of parents and students.

Federal Register, Part II, Wednesday, June 4, 1975. Washington, D.C. Volume 40, Number 108. Department of Health, Education and Welfare, Office of the Secretary.

Discussion of Title IX of the Educational Amendments of 1972.

Effective Interviewing and Equal Employment Opportunity, a Handbook for Managers and Supervisors. Haimes Associates, Inc., Management Consulting and Research, 708 Washington Square, Philadelphia, Pennsylvania 19106.

Booklet containing summary of major legislation and executive orders and employers' compliance responsibilities.

A Guide to Child Labor Provisions of the Fair Labor Standards Act. Child Labor Bulletin Number 101, United States Department of Labor.

Contains listing of hazardous and permitted occupations, definitions and interpretation of child labor laws.

Review and Synthesis of Job Placement Literature, Volume 1. Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison, 321 Education Building, Madison, Wisconsin 53706.

A review of relevant placement literature covers a broad range of topics.

This staff development booklet is part of a series of career guidance booklets developed by a four state consortium coordinated by the American Institutes for Research. Topics for staff development were determined by the results of a Career Guidance Staff Development Needs Survey administered in the four states. Each booklet will be field tested and revised. The total series is as follows:

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